Kairos Academies

Kairos Academies Board Stepback

Date and Time

Saturday February 21, 2026 at 8:00 AM CST

Location

CIC- 4220 Duncan Ave, St. Louis, MO 63110

We invite you join us in person at CIC. For more information on how to attend, please reach out to networkEA@kairosacademies.org.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**8:00 AM**
A.	Record Attendance			1 m
B.	Call the Meeting to Order			
C.	Review Agenda			1 m
D.	Enter into Executive Session	Discuss	Aaron Jackson	28 m

- Enter into Closed Session
  - RSMo 610.021(3)
  - RSMo 610.021(6)

		Purpose	Presenter	Time
II.	**Mid Year PTG Updates**			**8:30 AM**
A.	Review Mid Year PTG Presentation- Academics		Jonathan Tyrrell	20 m
B.	Board Questions	Discuss	Jonathan Tyrrell	10 m
C.	Review Mid Year PTG Presentation- Finance	FYI	Briana Usand-Burton	15 m
D.	Board Questions	Discuss	Briana Usand-Burton	15 m
E.	Vote to Approve January Financials	Discuss	Briana Usand-Burton	
III.	**Policy and Program Direction**			**9:30 AM**
A.	AI Potential	Discuss	Jonathan Tyrrell	10 m
B.	Board Questions and Discussion		Jonathan Tyrrell	10 m
C.	Vote to Approve New Policy Updates • Updated policy set		Nilesh Patel	5 m
D.	Vote to approve enrollment amendment	Vote	Nilesh Patel	5 m
IV.	**Break**			**10:00 AM**
A.	15 Minute Break			15 m
V.	**Mid Year PTG- Operations**			**10:15 AM**
A.	Review Mid Year PTG Presentation- Operations	Discuss	Marnae Chavers	15 m
B.	Board Questions	Discuss		10 m
VI.	**Mid Year School Review**			**10:40 AM**
A.	Mid Year School Review Presentation with EnhancED	Discuss	Steve Khadam-Hir	10 m

		Purpose	Presenter	Time
VII.	**Policy and Program Direction**			**10:50 AM**
A.	ADA Policy	Discuss	Marnae Chavers	5 m
B.	Safety Policy	Discuss	Marnae Chavers	5 m
C.	Board Questions	Discuss	Marnae Chavers	5 m
VIII.	**Next Prep**			**11:05 AM**
A.	Overview of Next Prep	Discuss	Jesse Dixon	20 m
B.	Board questions			10 m
IX.	**Facilities & Long-Term Finance**			**11:35 AM**
A.	Facilities & Long-Term Finance	Discuss	Akshai	45 m

- Long-term facilities scenarios and financial implications.
- How ADA trends, AI curriculum, and NextPrep101 interact with long-range planning.

X.	**Lunch**			**12:20 PM**
A.	Compliance Mid-Year Progress to Goals Update		Nilesh Patel	20 m

- Reportwell
- MOSIS Reporting
- Additional State Requirements
  - Audit
  - Board background checks
  - Reading Success Plans
  - Percent Tested (most recent NWEA)

XI.	**FAST Start Process + Progress**			**12:40 PM**
A.	Introduction to FAST Start		Jack Krewson	20 m

		Purpose	Presenter	Time

- **What is it:** vision, goals, expectations, accountability and support (overview of team and portfolio)
- Progress on current projects and how the board will receive updates

Fast Start Decisions to be brought to the board

- % Personnel Spend AKA salary Cap (authorized 55% currently)
- Budget Approval
- Annual Calendar Approval (Anchor Dates)
- Budgeted Enrollment Number

XII.	**Closing Reflection**			**1:00 PM**
A.	Reflection		Khalil Graham	5 m

- What's one strength you see for Kairos, what's one risk?

XIII.	**Closing Items**			**1:05 PM**
A.	Adjourn Meeting	Vote		5 m

Coversheet

Review Mid Year PTG Presentation- Academics

Section: II. Mid Year PTG Updates
Item: A. Review Mid Year PTG Presentation- Academics
Purpose:
Submitted by:
Related Material: Midyear_KPI_OCS_Slides_Updated.pptx
Middle_School_KPI_Analysis_Memo_Updated.docx
High_School_KPI_Analysis_Memo_Updated.docx

OCS — Middle School

Goal: Academic Growth & Promotion Readiness

Status: ☐ On Track ☐ At Risk ☒ Off Track

Outcome

Targets:
- 53% NWEA growth (Math & ELA)
- 70% passing grades
- 90% on track for promotion

Evidence:
- NWEA: 63% Math / 61% ELA (vs 53% target)—exceeding
- Passing grades: 46% in C4 (vs 70% target)—declining
- Promotion readiness: 52%→46% (All); 54%→55% (8th)

Key basis: ☒ Worse than last year

Headline: NWEA growth recovered (63%/61%), but passing grades declining (46%) and promotion readiness in crisis (46%/55%).

Cause

Root Causes (I did / I did not):
- Passing grade declining (52→48→51→46%); four cycles without recovery.
- NWEA growth recovered (Math 63%, ELA 61%) but not translating to classroom grades.
- Attendance flat at 77%; mentoring collapsed to 0% in C4.

Causal logic: NWEA-vs-passing paradox suggests grading/instruction misalignment; attendance suppresses all outcomes.

Solutions / Next Steps

Owner: AP Instruction
- Academic Recovery: Grading calibration PD; root cause on C4 decline; grade recovery protocols

Owner: ELA Instructional Lead
- NWEA Sustainability: Document what drove recovery; maintain intervention alignment

Owner: Principal
- Promotion Recovery: 8th grade off-track list; credit recovery; family conferences

Tracking: % students on pace (biweekly); Off-track list (weekly)

OCS — Middle School

Goal: Attendance (Foundational Constraint)

Status: ☐ On Track ☐ At Risk ☒ Off Track

Outcome

Target: 90% YTD attendance (80% 25-26 target)
Evidence:

- C1-C4: 77%→79%→77%→77% (3 pts below 80% target)
- Identical to last year's 77% final—zero improvement
- Directly suppressing academic outcomes

Key basis: ☒ Worse than 25–26 target
Headline: Attendance stubbornly flat at 77% through C4—identical to last year; constraining all academic outcomes.

Cause

Root Causes (I did / I did not):

- I did not implement tiered attendance intervention with urgency and escalation authority.
- We did not treat attendance as a daily instructional priority.

Solutions / Next Steps

Owner: Dean / Counselor

- Launch tiered attendance response with same-day follow-up
- Escalation thresholds defined and enforced

Owner: Principal

- Attendance = standing Admin Team agenda item with decision rights

Tracking: % students <85% attendance (daily/weekly inspection)

OCS — Middle School

Goal: SPED Compliance & Effectiveness

Status: ☐ On Track ☐ At Risk ☒ Off Track

Outcome

Targets:
- 100% IEPs complete
- 100% IEP goals met

Evidence:
- IEPs complete: 72%
- IEP goals met: 55%

Key basis: ☒ Worse than 25–26 target

Headline: SPED compliance at 72% with only 55% goals met—ongoing exposure risk.

Cause

Root Causes (I did / I did not):
- I did not implement a visible, deadline-driven SPED tracking system.
- Service delivery and progress monitoring were not consistently inspected.

Solutions / Next Steps

Owner: SPED Coordinator
- Daily SPED compliance tracker with escalation
- Inspection: Daily until 100%

Owner: SPED + AP Instruction
- Monthly IEP goal progress monitoring tied to service verification

Tracking: IEP completion % (daily); Goal progress (monthly)

OCS — Middle School

Goal: Enrollment Stability

Status: ☐ On Track ☐ At Risk ☒ Off Track

Outcome

Target: 199 enrolled students (budget)
Evidence:

- C1-C4: 188→181→178→185 (recovered +7 in C4)
- C4 recovery suggests recruitment/waitlist efforts gaining traction
- Creating financial pressure

Bright spot: Student persistence at 86% (on target)
Key basis: ☒ Worse than 25–26 target
Headline: Enrollment 14 students below budget but showing C4 recovery (178→185).

Cause

Root Causes (I did / I did not):

- We did not implement a mid-year backfill or withdrawal-response system.
- Family satisfaction dropped to 68% in C4, likely driving withdrawals.

Solutions / Next Steps

Owner: Principal / Ops

- Continuous enrollment recovery protocol
- Waitlist activation, sibling outreach, withdrawal analysis

Tracking: Net enrollment (weekly SLT review)

OCS — High School

Goal: Staff Culture & Instructional Capacity (Keystone)

Status: ☐ On Track ☐ At Risk ☒ Off Track

Outcome

Target: Stable, supported staff executing consistent, high-quality instruction
Evidence:

- Staff satisfaction: 45%→50%→33%→100% (Pulse); GPTW 41%
- Staff retention: 92%→80%→68%→68% (stabilized but critical)
- Instructional feedback: 33%→25% (declining); mentoring: 48%

Key basis: ☒ Worse than last year
Headline: Staff Pulse recovered to 100% in C4, but retention flat at 68%, feedback declining to 25%, mentoring at 48%, GPTW at 41%.

Cause

Root Causes (I did / I did not):

- I did not intervene early when staff satisfaction remained persistently low.
- We did not ensure teachers received consistent instructional feedback.
- We did not assess whether leadership capacity matched turnaround demands.

Solutions / Next Steps

Owner: Principal

- Non-negotiable observation/feedback cadence
- Structured staff 1:1s with action plans

Owner: CSO

- Leadership capacity assessment aligned to turnaround

Tracking: % teachers with weekly feedback (weekly CSO review)

OCS — High School

Goal: Academic Recovery (Passing Grades & Growth)

Status: ☐ On Track ☐ At Risk ☒ Off Track

Outcome

Targets:

- 70% passing grades
- Sustained NWEA growth across general population

Evidence:

- Passing rate: 71%→54%→45%→45% (flat at crisis level)
- NWEA growth strong: Math 56%, ELA 66% (paradox vs. 45% passing)
- On-track-to-graduate: All 57%, 12th Grade 95%→74%

Key basis: ☒ Worse than last year

Headline: Passing rate flat at 45% for two cycles; NWEA growth strong (56%/66%) but not translating to grades.

Cause

Root Causes (I did / I did not):

- We did not diagnose and replicate what worked in C1.
- Staffing instability (68% retention) disrupted instructional consistency.
- NWEA-vs-passing paradox: students growing on assessments but failing classes.

Solutions / Next Steps

Owner: CSO / AP Instruction

- Forensic instructional analysis: C1 vs C2
- 30-day report on identified deltas

Owner: Principal

- Mandatory grade recovery/reassessment protocol

Tracking: Weekly passing rate movement

OCS — High School

Goal: Attendance (Failure Multiplier)

Status: ☐ On Track ☐ At Risk ☒ Off Track

Outcome

Target: 90% YTD attendance (80% 25-26 target)
Evidence:

- Attendance: 75%→73%→70%→70% (flat at crisis level)
- Students missing nearly 1/3 of school days
- 10 pts below 80% target; worse than last year's 77%

Key basis: ☒ Worse than last year
Headline: Attendance flat at 70% through C4—worse than last year; students missing nearly one-third of instruction.

Cause

Root Causes (I did / I did not):

- Attendance was not treated as an instructional emergency.
- Intervention systems lacked urgency, ownership, and escalation.

Solutions / Next Steps

Owner: Dean / Counselor

- Reset attendance system: tiered intervention + same-day follow-up

Owner: Principal

- Attendance = daily leadership metric, not downstream report

Tracking: % students below 80% attendance (daily inspection)

OCS — High School

Goal: Family Trust & Enrollment Stability

Status: ☐ On Track ☐ At Risk ☒ Off Track

Outcome

Targets:
- 85% family satisfaction
- Enrollment at budget target (326)

Evidence:
- Family satisfaction: 81%→60%→48%→77% (sharp C4 recovery)
- Enrollment: 288 (12% below 326 target); stable but not growing
- Student satisfaction: 83%→50%→72%→73% (recovering but below 85%)

Key basis: ☒ Worse than last year

Headline: Family trust recovered sharply to 77% in C4; enrollment stable at 288 (12% below 326 target).

Cause

Root Causes (I did / I did not):
- C4 recovery (48%→77%) suggests recent efforts working; need to sustain.
- Enrollment flat at 285-289 all year; 38 students below target.

Solutions / Next Steps

Owner: Principal
- Family trust recovery: listening sessions + visible action

Owner: Ops / Principal
- Tie enrollment recovery to satisfaction improvement

Tracking: Family satisfaction pulse (monthly); Net enrollment (weekly SLT)

Middle School KPI Analysis Memo

Cycle 4 Review & Strategic Response

To: Senior Leadership Team

From: Jonathan, Chief Schools Officer

Date: February 17, 2026

Re: Middle School Performance Review—Cycle 4 Analysis & Path Forward

Executive Summary

This memo provides a comprehensive analysis of Middle School KPIs through Cycle 4 (of 8). While we have demonstrated strength in student culture, staff satisfaction, and—encouragingly—a significant NWEA growth recovery, we face serious and in some cases worsening challenges in passing rates, promotion readiness, attendance, mentoring, and SPED compliance that require immediate and coordinated intervention.

Critical Concerns: Passing Grade (46% in C4 vs. 70% target—declining), On Track for Promotion (46% All / 55% 8th Grade vs. 90% target), Attendance (77% vs. 90% target—flat), Mentoring Efficacy (0% in C4 vs. 85% target—collapsed), Enrollment (185 vs. 199 target), IEP Compliance (72% complete, 55% goals met)

Bright Spots: NWEA Growth (Math 63%, ELA 61%—both exceeding targets), Student Satisfaction (93% vs. 85% target), Staff Satisfaction (100% Pulse Check), Student Persistence (86% vs. 85% target), Teacher Development Pulse (100% in C4), CSI NWEA Growth (Math 68%, ELA 58%—strong recovery)

Category Analysis

ACADEMICS

Passing Grade (% of students with average grade ≥70%)

Tracked every cycle. North Star: 85%. 24-25 Final: 55%.

Metric	Target	C1	C2	C3	C4	Status
Passing Grade	70%	52%	48%	51%	46%	● **Critical**

Cycle Reflection: Performance has deteriorated to a new low—46% in C4, down from 51% in C3 and now 24 points below target. Rather than recovering, this metric is accelerating downward (52→48→51→46). The brief C3 uptick proved illusory. We are now 9 points below last year's 55% final, meaning we are on pace to finish worse than 24-25.

Executed Priorities:

- HMMS data tracking implemented
- MS-level grade monitoring in place

Unexecuted/Incomplete Priorities:

- Targeted intervention systems for students at 60-69% (bubble students)
- Teacher-level analysis of grading patterns and rigor calibration

OCS Analysis:

Outcome	Cause	Solution
70% of students passing (≥70% average)	Insufficient differentiated support; possible misalignment between instruction and assessment; declining trend suggests systemic issue beyond individual interventions	Implement tiered intervention blocks; conduct grading audit for calibration; root cause analysis on accelerating decline
Consistent grade recovery pathway for struggling students	Lack of systematic reassessment opportunities; no structured recovery path for students who fall behind	Establish standards-based retake policy with clear protocols

Proposed Next Steps:

1. Identify all students in 60-69% range by teacher and subject—immediate action list
2. Conduct grading calibration session with MS teachers (norming on rigor)
3. Implement weekly grade monitoring protocol with AP oversight
4. Create “path to passing” contracts for students below 70%
5. Root cause analysis on C4 decline—what changed from C3?

NWEA Growth (% hitting 1-year growth target)

Tested at intervals (not every cycle). North Star: 60%. 24-25 Final: Math 33%, ELA 32%.

Subject	Target	Test 1	Test 2	Status
Math	53%	33%	63%	□ **Exceeding**
English	53%	32%	61%	□ **Exceeding**

Cycle Reflection: This is the strongest improvement story in the data. Math jumped from 33% to 63% (+30 points, now 10 points above the 53% target). ELA rose from 32% to 61% (+29 points, now 8 points above target). Both subjects have nearly doubled their growth rates and are now exceeding targets and approaching the 60% North Star. This demands analysis—what instructional changes produced these gains, and how do we ensure they are durable through the final assessment window?

Proposed Next Steps:

1. Document and replicate the instructional changes that produced this recovery
2. Maintain current intervention alignment to NWEA strands
3. Continue progress monitoring to ensure gains hold through final test window
4. Share success practices across campuses

CSI NWEA Growth (1.5x growth for identified students)

Tested at intervals. North Star: 45%. 24-25 Final: Math 15%, ELA 27%.

Subject	Target	Test 1	Test 2	Status
Math	30%	15%	44%	□ **Exceeding**
English	30%	27%	52%	□ **Exceeding**

Cycle Reflection: Remarkable recovery for our highest-need students. CSI Math surged from 15% to 44% (+30 points)—now well above both the 30% target and 45% North Star. CSI ELA improved from 27% to 52% (+25 points)—also exceeding the North Star. These gains are even more dramatic than the general NWEA growth, suggesting that targeted CSI interventions are working. The critical question is whether these gains will hold at the final assessment.

Proposed Next Steps:

1. Protect and sustain the current CSI intervention model—do not change what is working
2. Ensure CSI students maintain intervention dosage through end of year
3. Weekly CSI data review at leadership level
4. Document intervention model for replication

ADVANCE (Promotion Readiness)

On Track for Promotion

Tested at intervals. North Star: 95%. 24-25 Final: All 87%, 8th Grade 83%.

Cohort	Target	Check 1	Check 2	Status
All Students	90%	52%	46%	● **Critical**
8th Grade	90%	54%	55%	● **Critical**

Cycle Reflection: Promotion readiness is in crisis. All Students declined from 52% to 46%—moving further from the 90% target, not closer. 8th Grade is essentially flat at 54-55%. These figures are dramatically below last year's 87%/83% finals. The correlation with declining passing grades (46%) is clear: students who aren't passing aren't on track for promotion. With four cycles remaining, recovering to 90% will require extraordinary intervention.

OCS Analysis:

Outcome	Cause	Solution
90% of students on track for promotion	Cumulative effect of failing grades; attendance barriers compounding; passing rate decline (46%) directly drives promotion readiness	Immediate 8th grade promotion intervention cohort; align with grading recovery efforts
Early warning system catching at-risk students before crisis	Current data suggests more than half of students are already off-track; systemic rather than individual failure	Activate At-Risk List protocol with biweekly family contact; create individualized recovery plans

Proposed Next Steps:

1. Generate 8th grade off-track list with specific deficits (courses, credits, attendance)
2. Schedule family conferences for all off-track 8th graders within 10 days
3. Create Saturday/after-school credit recovery program
4. Weekly promotion tracker review at Admin Team meeting

FAMILY + STUDENT CULTURE

Family Satisfaction

Tracked every cycle (Pulse Check). Benchmark: 85%. 24-25 Final: 71%.

Metric	Target	C1	C2	C3	C4	Status
% Satisfied (Pulse)	85%	84%	69%	77%	68%	● **Below Target**

Cycle Reflection: Family satisfaction dropped to 68% in C4—now below both the 85% benchmark and the 71% 24-25 target, and the lowest point this year. The pattern (84→69→77→68) shows we cannot sustain gains. This decline likely correlates with families seeing the academic data: 46% passing, 46-55% on track for promotion. Families are responding to outcomes they can observe.

Proposed Next Steps:

1. Analyze C4 pulse check comments for specific dissatisfaction drivers
2. Increase proactive positive family communication (good news calls)
3. Host family engagement event; directly address academic concerns with transparency
4. Connect family communication strategy to academic intervention plan

Student Satisfaction

Tracked every cycle (Pulse Check). Benchmark: 85%. 24-25 Final: 71%.

Metric	Target	C1	C2	C3	C4	Status
% Satisfied	85%	92%	95%	88%	93%	□ **Exceeding**

Cycle Reflection: Consistently exceeding target across all four cycles (range: 88-95%). C4 at 93% is strong and represents a significant improvement over last year's 71% final. This is a foundational strength—students feel good about their experience even as academic outcomes lag. This relational capital is essential for implementing intensive interventions.

Proposed Next Steps:

1. Maintain current practices
2. Use student voice data to identify what's working—replicate across settings

Mentoring Efficacy

Tracked every cycle. 24-25 Final: 89%.

Metric	Target	C1	C2	C3	C4	Status
% Expectations Met	85%	N/T	N/T	35%	0%	● **Critical**

Cycle Reflection: This metric has gone from untracked (C1-C2) to 35% (C3) to 0% (C4)—a complete collapse from last year's 89% final. Zero percent of mentoring relationships meeting expectations is an emergency that demands immediate investigation. Either the expectations are unreasonable, the tracking methodology changed, the mentoring program has fundamentally broken down, or this is a measurement error. Any of these explanations requires urgent action.

OCS Analysis:

Outcome	Cause	Solution
85% of mentoring relationships meeting expectations	Mentoring expectations unclear or unenforced; C1-C2 tracking gap masked deterioration; possible staff turnover disrupting mentor-mentee relationships	Re-establish mentoring expectations with explicit rubric; verify the 0% figure is accurate

Consistent documentation and accountability	No systematic observation/documentation in C1-C2; by the time tracking began in C3 the problem was already severe	Implement weekly mentoring log review by counselor/AP; conduct immediate mentor spot-checks

Proposed Next Steps:

1. Verify the 0% figure—is this a tracking/measurement issue or a genuine collapse?
2. If accurate, conduct emergency mentoring reset: re-assign mentors, clarify expectations
3. Implement weekly mentor check-in logs
4. Counselor conducts mentoring quality spot-checks
5. Address in upcoming PD: “What effective mentoring looks like”

Student Persistence

Tracked every cycle. North Star: 85%. 24-25 Final: 60%.

Metric	Target	C1	C2	C3	C4	Status
Retention from 10/1	85%	47%	47%	91%	86%	□ **On Track**

Cycle Reflection: After the dramatic recovery from 47% (C1-C2) to 91% (C3), persistence has settled to 86% in C4—still above the 85% target and well above last year’s 60% final. The slight decline from C3’s high represents normalization rather than regression. This metric is on track.

Proposed Next Steps:

1. Monitor for further decline—ensure we don’t slip below 85%
2. Analyze what drove the C1-C2 to C3 improvement for replicable practices

TEAM CULTURE

Teacher Development (Quality Feedback)

Tracked every cycle. 24-25 Final: 0%.

Metric	Target	C1	C2	C3	C4	Status
% Receiving Feedback	90%	N/A	N/A	N/A	100%	□ **Exceeding**

Cycle Reflection: After three cycles of no tracking, C4 reports 100% of teachers receiving quality feedback—a dramatic shift. While the jump from N/A to 100% warrants verification (was the tracking system newly implemented, or were observations happening but unrecorded?), this is an encouraging development. If accurate, it represents a significant execution improvement in instructional leadership. The key is sustaining this through C5-C8.

Proposed Next Steps:

1. Verify the 100% figure—confirm tracking methodology and definition
2. Maintain observation calendar with non-negotiable slots
3. Track in shared document visible to CSO
4. Principal reports weekly on feedback completion rate

Staff Satisfaction

Tracked every cycle (Pulse Check). GPTW Benchmark also tracked. 24-25 Final: Pulse 38%, GPTW 44%.

Metric	Target	C1	C2	C3	C4	Status
Pulse Check	85%	70%	75%	100%	100%	□ **Exceeding**
GPTW Benchmark	85%	74%				□ **Below Target**

Cycle Reflection: Remarkable trajectory on Pulse Check—from 70% (C1) to 100% (C3-C4), and a dramatic improvement over last year's 38% final. Staff feel significantly better about their day-to-day experience. The GPTW Benchmark at 74% (up from 44% last year) is still below the 85% target, suggesting broader organizational factors (compensation, growth opportunities, trust) have room for improvement even as daily satisfaction is high.

Proposed Next Steps:

1. Analyze GPTW vs. Pulse Check gap—what does GPTW capture that Pulse doesn't?
2. Document what drove the 38%→100% improvement—this is replicable learning
3. Maintain current practices; monitor for sustainability

Staff Retention

Tracked every cycle. North Star: 85%. 24-25 Final: 16%.

Metric	Target	C1	C2	C3	C4	Status
YTD Retention	85%	100%	94%	88%	77%	□ **Below Target**

Cycle Reflection: Steady decline each cycle (100→94→88→77%) despite Pulse Check satisfaction at 100%. Now 8 points below the 85% target, though vastly improved from last year's catastrophic 16% final. This paradox—high satisfaction but declining retention—suggests departures are driven by external factors (compensation, relocation, workload) rather than dissatisfaction.

OCS Analysis:

Outcome	Cause	Solution
85% staff retention YTD	Compensation, workload, or life circumstances driving departures despite high satisfaction	Conduct exit interview analysis; identify patterns
Retention of high-value staff in critical roles	Turnover may be concentrated in specific roles; declining retention despite satisfaction suggests structural issues	Role-specific retention analysis; targeted stay interviews

Proposed Next Steps:

1. Analyze: Which positions turned over? Any patterns?
2. Conduct stay interviews with high-value staff
3. Review compensation competitiveness for high-turnover roles

FINANCIAL

Current Enrollment

Tracked every cycle. 25-26 Target: 199. North Star: 225. 24-25 Final: 170.

Metric	Target	C1	C2	C3	C4	Status
Students Enrolled	199	188	181	178	185	● **Critical**

Cycle Reflection: After declining from 188 to 178 through C3 (losing ~5 students per cycle), enrollment rebounded to 185 in C4—the first positive movement. While still 14 students (7%) below target, the C4 recovery suggests recruitment/waitlist activation efforts are gaining traction. All figures remain above last year's 170 final.

OCS Analysis:

Outcome	Cause	Solution
199 students enrolled (budget target)	Mid-year attrition outpacing backfill; C4 recovery suggests recruitment efforts beginning to work	Continue and intensify waitlist activation; sustain community recruitment
Stable or growing enrollment	Family satisfaction at 68% may be driving withdrawals; academic concerns could accelerate attrition	Analyze withdrawal reasons; connect enrollment strategy to family satisfaction and academic improvement

Proposed Next Steps:

1. Continue waitlist activation—call all families
2. Analyze withdrawal data: Why are families leaving?
3. Develop targeted recruitment strategy (sibling outreach, community events)
4. Connect enrollment recovery to family satisfaction improvement

Attendance

Tracked every cycle. Target: 80%. North Star: 90%. 24-25 Final: 77%.

Metric	Target	C1	C2	C3	C4	Status
YTD Attendance	80%	77%	79%	77%	77%	● **Critical**

Cycle Reflection: Flat performance at 77% across cycles (77→79→77→77)—no improvement trajectory despite a 3-point gap from the 80% target and a 13-point gap from the 90% North Star. Identical to last year's 77% final, meaning current strategies have produced zero improvement. This metric underlies nearly every academic concern—students who aren't present can't learn, pass, or stay on track for promotion.

OCS Analysis:

Outcome	Cause	Solution
80% YTD attendance (90% North Star)	Insufficient attendance intervention systems; family circumstances; lack of urgency; current approach producing identical results to last year	Tiered attendance intervention protocol; fundamental strategy reset
Improved attendance trajectory cycle-over-cycle	No systematic response to chronic absence; same approach yielding same results	Reset strategy with new interventions and daily monitoring

Proposed Next Steps:

1. Generate chronic absence list (students below 85%)
2. Implement tiered intervention: Tier 1 (85-89%): mentor check-in; Tier 2 (80-84%): family conference; Tier 3 (<80%): home visit/SST

3. Daily attendance call system for same-day absence follow-up
4. Attendance incentive program (individual and homeroom-based)
5. Truancy protocols for students below 75%

Budget Spend

Metric	C1	C2	C3	Status
Over/Under YTD Target	0	-5	58	□ **Monitoring**

Cycle Reflection: Budget was on track through C2 (variance of -5), but C3 shows a variance of 58. If this represents being $58K or 58% over budget, this requires immediate investigation. Financial management had been a bright spot—this shift needs explanation.

SPED COMPLIANCE

IEPs Complete

Metric	Target	Current	Status
% Complete	100%	72%	● **Critical**

Cycle Reflection: 28% of IEPs incomplete represents significant compliance risk and student harm. This gap exposes the organization to legal liability.

OCS Analysis:

Outcome	Cause	Solution
100% of IEPs completed on time	SPED staffing/capacity constraints; timeline tracking failure	Immediate compliance audit; deadline calendar
Sustainable SPED compliance systems	Systemic SPED department capacity issue	Assess SPED coordinator bandwidth; consider additional support

Proposed Next Steps:

1. Generate list of all incomplete IEPs with due dates
2. Create completion timeline—prioritize most overdue
3. Daily check-in with SPED coordinator until at 100%
4. Review SPED staffing model for adequacy

IEP Goals Met

Metric	Target	Current	Status
% Goals Met	100%	55%	● **Critical**

Cycle Reflection: Just over half of IEP goals being met (55%) indicates either unrealistic goal-setting or inadequate service delivery—possibly both.

OCS Analysis:

Outcome	Cause	Solution
100% of IEP goals met	Goals may be misaligned to instruction; insufficient progress monitoring	IEP goal audit for appropriateness; monthly progress monitoring
Consistent, high-fidelity service delivery	Scheduling conflicts; push-in/pull-out services not happening as written	Service delivery audit; protected SPED service times

Proposed Next Steps:

1. Audit: Are services being delivered as written?
2. Review goal-setting process—are goals measurable and realistic?
3. Implement monthly IEP goal progress monitoring
4. Ensure gen-ed teachers understand their role in IEP goal support

Summary of Critical Actions (Next 30 Days)

Week 1: Crisis Response

- ☐ Generate 8th grade off-track list; begin family conferences
- ☐ Generate chronic absence list; begin tiered intervention
- ☐ Generate incomplete IEP list; create completion calendar
- ☐ Continue enrollment waitlist activation and recruitment calls
- ☐ Verify mentoring efficacy 0% figure—validate tracking methodology
- ☐ Investigate budget variance (58 in C3)

Week 2: Systems Reset

- ☐ Conduct grading calibration PD; root cause analysis on C4 passing grade decline
- ☐ Sustain teacher observation system (maintain C4's 100%)
- ☐ Emergency mentoring reset: re-assign mentors, redistribute expectations
- ☐ Analyze withdrawal and exit interview data for retention patterns

Week 3: Intervention Launch

- ☐ Launch attendance incentive program
- ☐ Begin Saturday/after-school credit recovery for off-track students
- ☐ Hold mentoring PD session
- ☐ Host family engagement event addressing academic concerns transparently

Week 4: Monitor & Adjust

- ☐ Weekly data review on all red metrics
- ☐ Principal reports on feedback completion, attendance interventions, IEP progress
- ☐ Mid-cycle pulse check on family/staff satisfaction
- ☐ Document NWEA/CSI growth success factors for replication
- ☐ Adjust strategies based on leading indicators

Accountability Matrix

Priority Area	Owner	Check-in Frequency	Success Metric
Academic Intervention	AP Instruction	Weekly	Passing rate movement
NWEA Growth Sustainability	AP Instruction	Bi-weekly	Sustained Test 2 gains
8th Grade Promotion	Principal	Biweekly	Off-track list reduction
Attendance	Dean/Counselor	Daily	Weekly attendance rate
SPED Compliance	SPED Coordinator	Daily until 100%	IEP completion count
Enrollment	Principal/Ops	Weekly	Net enrollment change

Teacher Feedback	Principal	Weekly	% teachers observed
Mentoring	Counselor/AP	Weekly	% expectations met
Family Satisfaction	Principal	Ongoing	Pulse check trend

Conclusion

The Middle School at the midpoint of the year presents a sharply divided picture. On one hand, the NWEA growth recovery is exceptional—Math at 63% and ELA at 61% both exceed targets, and CSI growth (Math 68%, ELA 58%) demonstrates that our highest-need students can make dramatic gains with targeted intervention. Student satisfaction (93%), staff satisfaction (100% Pulse), teacher development (100% in C4), and student persistence (86%) all provide strong cultural and operational foundations.

On the other hand, several metrics have worsened and now represent interconnected crises. Passing grade continued its decline to 46%, which directly drives the promotion readiness collapse (46% All, 55% 8th Grade). Attendance remains stubbornly flat at 77%—identical to last year—undermining everything. Mentoring efficacy at 0% represents a program-level failure. Family satisfaction at 68% reflects families' awareness of these outcomes. SPED compliance gaps (72% IEPs complete, 55% goals met) continue to represent legal risk. Enrollment, while showing slight recovery to 185, remains below the 199 target.

The paradox of strong NWEA growth alongside declining passing grades deserves particular attention: students are growing on standardized measures but not translating that growth into classroom performance. This points to possible misalignment between instruction and grading, or to non-academic barriers (attendance, engagement) overwhelming academic gains.

With four cycles remaining, the next 30 days are critical. I recommend we treat this as a turnaround sprint with daily leadership touchpoints on key metrics. The strong culture metrics give us the relational capital to implement intensive interventions without breaking trust. I am prepared to increase my direct involvement in MS operations to support the principal through this period.

Prepared for Senior Leadership Team Review

High School KPI Analysis Memo

Cycle 4 Review & Strategic Response

To: Senior Leadership Team

From: Jonathan, Chief Schools Officer

Date: February 17, 2026

Re: High School Performance Review—Cycle 4 Analysis & Path Forward

Executive Summary

This memo provides a comprehensive analysis of High School KPIs through Cycle 4 (of 8). The High School continues to face a more acute and multi-dimensional crisis than the Middle School. While NWEA growth data shows promising gains, the building's core operating metrics—passing rates, attendance, staff satisfaction, staff retention, and family satisfaction—remain in deep distress, with several still declining or flat at critically low levels.

Critical Concerns: Passing Grade (45% in C4—flat at crisis level), Attendance (70% in C4—declining), Staff Satisfaction (33% in C4 via Pulse, 41% GPTW), Staff Retention (68% in C3-C4—flat at critical), Family Satisfaction (77% in C4—volatile), On Track to Graduate (57% All Students), Student Satisfaction (73% in C4), Mentoring Efficacy (48% in C4—declining from 89% C1), Enrollment (288 vs. 326 target), IEP Compliance (77% complete, 63% goals met), College Acceptance (19%)

Bright Spots: NWEA Growth (Math 56%, ELA 66%—both exceeding 53% target), CSI NWEA Growth (Math 68%, ELA 58%—exceeding targets), Student Persistence (85% in C4—on target), Enrollment stable at 288, Budget on track

Category Analysis

ACADEMICS

Passing Grade (% of students with average grade ≥70%)

Tracked every cycle. North Star: 85%. 24-25 Final: 59%.

Metric	Target	C1	C2	C3	C4	Status
Passing Grade	70%	71%	54%	45%	45%	● **Critical**

Cycle Reflection: The passing rate has stabilized at 45%—no longer actively declining (C3 and C4 identical), but flatlining 25 points below target. The 26-point collapse from C1 (71%) to C3 (45%) has not recovered at all. We are now 14 points below last year's 59% final, meaning the building is on pace for a significantly worse outcome than 24-25. The C1 performance proves the building can achieve above-target results—something fundamental broke after C1.

Executed Priorities:

- KAHS data tracking implemented
- Grade monitoring in place

Unexecuted/Incomplete Priorities:

- Root cause analysis of C1→C2 collapse (still outstanding)
- Intervention systems for struggling students
- Grading calibration across teachers

OCS Analysis:

Outcome	Cause	Solution
70% of students passing (≥70% average)	Dramatic systemic breakdown post-C1; four cycles without recovery suggests the cause is structural, not episodic—likely tied to staffing instability (68% retention), low staff morale (33%), and attendance crisis (70%)	Comprehensive diagnostic: staffing, instruction, student engagement; emergency academic intervention protocol
Stabilized and improving pass rate trajectory	Current interventions insufficient or nonexistent; flatline at 45% for two consecutive cycles shows the floor, not recovery	Daily grade monitoring; mandatory grade recovery/retake protocols; teacher-level analysis

Proposed Next Steps:

1. Conduct forensic analysis: What changed between C1 (71%) and C2 (54%)? This is now four cycles overdue.
2. Identify every student who passed in C1 but is now failing—what happened?
3. Teacher-by-teacher grade distribution analysis
4. Implement mandatory grade recovery/retake protocols
5. Weekly grade monitoring with CSO visibility

NWEA Growth (% hitting 1-year growth target)

Tested at intervals (not every cycle). North Star: 60%. 24-25 Final: Math unknown, ELA 40%.

Subject	Target	Test 1	Test 2	Status
Math	53%	?	56%	□ **Exceeding**
English	53%	40%	66%	□ **Exceeding**

Cycle Reflection: A significant bright spot. Math at 56% exceeds the 53% target (Test 1 data unavailable for comparison). ELA jumped from 40% to 66%—a 26-point gain now exceeding both target and approaching the 60% North Star. This mirrors the Middle School NWEA recovery and suggests that intervention alignment to NWEA skill priorities is working network-wide. The paradox of strong NWEA growth alongside a 45% passing rate deserves investigation—students are growing on standardized measures but not translating that into classroom grades.

Proposed Next Steps:

1. Document what drove ELA's 26-point improvement
2. Investigate the NWEA growth vs. passing grade paradox—why are students growing but not passing?
3. Maintain intervention alignment; ensure gains hold through final assessment
4. Validate Math Test 1 data gap

CSI NWEA Growth (1.5x growth for identified students)

Tested at intervals. North Star: 45%. 24-25 Final: Math 58%, ELA 38%.

Subject	Target	Test 1	Test 2	Status
Math	30%	n/a	46%	□ **Exceeding**
English	30%	n/a	47%	□ **Exceeding**

Cycle Reflection: CSI Math and CSI ELA Both substantially exceed the 30% target and the 45% North Star. The CSI intervention model is clearly working and represents the brightest spot across the entire High School data set. These students are growing at rates that far exceed the general population's classroom performance.

Proposed Next Steps:

1. Document and protect the CSI intervention model—do not redirect resources
2. Analyze whether CSI strategies can be adapted for the broader population
3. Ensure CSI students maintain intervention dosage through end of year

COLLEGE + CAREER

On Track to Graduate

Tested at intervals. North Star: 95%. 24-25 Final: All 65%, 12th Grade not previously tracked.

Cohort	Target	Check 1	Check 2	Status
All Students	85%	57%	—	● **Critical**
12th Grade	90%	95%	74%	□ **Below Target**

Cycle Reflection: All Students at 57% on the first check is 28 points below the 85% target and 8 points below last year's 65% final—heading in the wrong direction. 12th Grade dropped from 95% at Check 1 to 74% at Check 2—a 21-point decline that puts senior graduation readiness at risk. With the passing rate at 45%, expect these numbers to worsen without intervention. The 12th grade decline is particularly urgent given the approaching graduation timeline.

OCS Analysis:

Outcome	Cause	Solution
85% All / 90% 12th on track to graduate	Credit accumulation gaps from course failures compounding; 45% passing rate directly feeds this metric	Credit recovery program; targeted support for off-track students; align with grade recovery efforts
Stable upward trajectory toward graduation readiness	Reactive rather than proactive intervention; late identification of at-risk students; 12th grade decline from 95% to 74% suggests mid-year course failures	Early warning system with monthly credit audits; immediate senior intervention

Proposed Next Steps:

1. Generate off-track student list with specific credit deficits—prioritize 12th graders
2. Implement mandatory credit recovery (after school/Saturday)
3. Family conferences for all off-track seniors within 2 weeks
4. Monthly credit audit for all students

College Acceptance

Tracked every cycle. Target: 100%.

Metric	Target	C1	C2	C3	C4	Status
% Accepted (Seniors)	100%			18%	19%	● **Critical**

Cycle Reflection: Only 19% of seniors have college acceptances at the midpoint of the year—essentially flat from C3's 18%. With regular decision deadlines now passed for most schools, this window is closing. This represents a crisis in college counseling and application support.

OCS Analysis:

Outcome	Cause	Solution
100% of seniors accepted to 4-year college	Application completion rate likely very low; counseling capacity constraints; students may not be completing applications	Emergency audit: How many applications submitted? How many students have zero applications?
Seniors positioned for post-secondary success	Students under-supported in application process; possible misalignment between student interest and college application push	Dedicated college application completion days; expand college list; connect to "Purposeful Next Step" tracking

Proposed Next Steps:

1. Immediate audit: How many seniors have submitted applications? To how many schools?
2. Identify seniors with zero applications—emergency intervention
3. Assess counselor-to-student ratio and support capacity
4. Pivot to rolling admissions and community college applications for students who missed deadlines

Purposeful Next Step

Tracked every cycle. Target: 100%. 24-25 Final: unknown.

Metric	Target	C1	C2	C3	C4	Status
% with Plan (Seniors)	100%	N/A	N/A	N/A	1%	● **Critical**

Cycle Reflection: After three cycles untracked, C4 shows 1% of seniors with a purposeful next step documented. While this may reflect a tracking/data entry issue rather than reality (the 19% with college acceptances alone should exceed 1%), the figure is alarming regardless. Either the tracking system needs immediate attention, or the school has almost no seniors with documented post-graduation plans.

Proposed Next Steps:

1. Verify the 1% figure—is this a tracking/data entry problem?
2. Implement immediate senior survey: What is your plan after graduation?
3. Categorize responses (4-year, 2-year, workforce, military, undecided)
4. Create intervention pathway for "undecided" students

FAMILY + STUDENT CULTURE

Family Satisfaction

Tracked every cycle (Pulse Check). Benchmark: 85%. 24-25 Final: 33%.

Metric	Target	C1	C2	C3	C4	Status
% Satisfied (Pulse)	85%	81%	60%	48%	77%	□ **Recovering**

Cycle Reflection: After a devastating three-cycle decline (81→60→48), family satisfaction rebounded significantly in C4 to 77%—a 29-point recovery. While still below the 85% benchmark, this is a meaningful improvement and a dramatic reversal from the prior trajectory. The 77% figure is more than double last year's 33% final. Worth investigating what drove the C4 recovery—was it a specific event, improved communication, or changes in the parent survey sample?

Proposed Next Steps:

1. Investigate what drove the C4 recovery—replicate successful practices
2. Continue direct phone outreach to dissatisfied families
3. Maintain family engagement events and transparent communication
4. Target 85% benchmark by C6

Student Satisfaction

Tracked every cycle (Pulse Check). Benchmark: 85%. 24-25 Final: 71%.

Metric	Target	C1	C2	C3	C4	Status
% Satisfied	85%	83%	50%	72%	73%	□ **Below Target**

Cycle Reflection: After the dramatic C2 drop to 50%, student satisfaction has recovered to 72-73% in C3-C4—stabilized but still 12 points below the 85% target. The C2 collapse to 50% remains unexplained and may be connected to the same factors that drove the passing grade and family satisfaction declines. Current levels are slightly above last year's 71% final but trending flat rather than upward.

OCS Analysis:

Outcome	Cause	Solution
85% student satisfaction	Climate/culture issues; C2 collapse likely tied to staffing changes or specific incidents; recovery to 72-73% suggests partial stabilization	Student voice sessions to identify remaining barriers; visible leadership presence
Students feel safe, supported, and engaged	Current satisfaction level (73%) may represent a ceiling without addressing underlying causes (staffing, instruction quality, attendance)	Address root causes of C2 drop; connect to staff satisfaction improvements

Proposed Next Steps:

1. Conduct student focus groups: What keeps satisfaction below 85%?
2. Analyze satisfaction by grade level—is dissatisfaction concentrated?
3. Increase visible leadership presence in hallways, lunch, transitions
4. Address specific concerns raised in pulse check

Mentoring Efficacy

Tracked every cycle. 24-25 Final: 89%.

Metric	Target	C1	C2	C3	C4	Status
% Effective	75%	89%	47%	32%	34%	**Monitoring**

Cycle Reflection: Updated data shows C4 at 48%—a meaningful recovery from the 32-34% range in C3, though still well below the 75% target and far from last year's 89%. The mentoring system that was working in C1 collapsed by 55 points over two cycles but may be showing early signs of recovery. Note: the data provided shows C4 as 48 (not the 34 from the prior memo), suggesting either correction or genuine improvement.

OCS Analysis:

Outcome	Cause	Solution
75% of mentoring relationships effective	Collapsed from 89% (24-25 final) to single digits; structural breakdown of mentoring program; likely connected to staff turnover (68% retention) and staff dissatisfaction (33-100% volatility)	Emergency mentoring program reset; re-assign mentors; retrain on expectations
Consistent, high-quality mentoring across all students	Mentor disengagement; possible loss of experienced mentors through turnover; no accountability system	Re-launch mentoring program with clear expectations, weekly check-ins, and accountability metrics

Proposed Next Steps:

1. Investigate: What changed in mentoring structure between C1 and C2?
2. Verify C4 figure (8%)—is this tracking/measurement error or genuine collapse?
3. If accurate, emergency mentoring reset: reassess assignments, retrain mentors
4. Implement mentor accountability check-ins

Student Persistence

Tracked every cycle. North Star: 85%. 24-25 Final: 60%.

Metric	Target	C1	C2	C3	C4	Status
Retention from 10/1	85%	57%	57%	90%	85%	**On Target**

Cycle Reflection: After the dramatic recovery from 57% (C1-C2) to 90% (C3), persistence settled at 85% in C4—exactly at the target and well above last year's 60% final. This mirrors the Middle School pattern and suggests network-wide improvement in student retention. The key is maintaining this level through end of year.

Proposed Next Steps:

1. Monitor for further decline—ensure we don't slip below 85%
2. Analyze what drove the C2→C3 improvement

TEAM CULTURE

Teacher Development (Quality Feedback)

Tracked every cycle. North Star: 85%. 24-25 Final: unknown.

Metric	Target	C1	C2	C3	C4	Status

% Receiving Feedback	85%	N/A	N/A	33%	25%	⬤ **Critical**

Cycle Reflection: After two untracked cycles, teacher development data now shows a declining trajectory: 33% in C3 to 25% in C4. Only one in four teachers is receiving quality feedback—60 points below the 85% target. Without a functioning feedback system, instruction cannot improve, which helps explain the 45% passing rate. This metric is moving in the wrong direction.

OCS Analysis:

Outcome	Cause	Solution
85% of teachers receiving quality feedback	Observation/feedback system barely functional; leadership bandwidth constraints; declining from 33% to 25% suggests worsening capacity	Implement 15-minute weekly walkthrough protocol; non-negotiable observation calendar
Improved instruction driving student outcomes	Without feedback, teachers cannot improve; directly connected to 45% passing rate	Weekly walkthrough protocol; connect feedback to specific instructional priorities

Proposed Next Steps:

1. Immediate: Principal creates observation calendar with protected time
2. Implement 15-minute walkthrough + 5-minute feedback protocol
3. Track observation completion weekly—visible to CSO
4. Connect feedback to specific instructional priorities (engagement, rigor)

Staff Satisfaction

Tracked every cycle (Pulse Check). GPTW also tracked. 24-25 Final: Pulse 80%, GPTW 40%. Target: 70% (Pulse), 85% (GPTW/NS).

Metric	Target	C1	C2	C3	C4	Status
Pulse Check	70%	45%	50%	33%	100%	□ **Monitoring**
GPTW Benchmark	85%	41%				⬤ **Critical**

Cycle Reflection: If the C4 Pulse Check at 100% is accurate, this represents one of the most dramatic turnarounds in the entire data set—from 33% (C3) to 100% (C4), a 67-point swing. This requires verification: Did the survey sample change? Was there a response rate issue? Did something genuinely transform staff experience? If legitimate, understanding what changed is critical for sustainability. The GPTW at 41% (essentially flat from last year's 40%) suggests deeper structural issues persist even if day-to-day satisfaction improved.

Proposed Next Steps:

1. Verify the 100% Pulse Check figure—confirm sample size and methodology
2. If accurate, investigate what drove the 33%→100% turnaround
3. Address GPTW gap (41%)—what structural issues does GPTW capture that Pulse doesn't?
4. Continue principal 1:1s with staff; transparent action on concerns

Staff Retention

Tracked every cycle. North Star: 85%. 24-25 Final: 45%.

Metric	Target	C1	C2	C3	C4	Status

YTD Retention	85%	92%	80%	68%	68%	⬤ **Critical**

Cycle Reflection: Retention has stabilized at 68% (flat C3→C4) after declining from 92%→80%→68%. While the bleeding has stopped, 68% means nearly one-third of staff has turned over this year. This is a significant improvement over last year's catastrophic 45% final but remains 17 points below target. The stabilization at 68% combined with the C4 Pulse Check (100%) suggests remaining staff are more satisfied but the building has lost significant capacity.

OCS Analysis:

Outcome	Cause	Solution
85% staff retention YTD	Early-year departures driven by dissatisfaction (45-50% Pulse in C1-C2); stabilization in C3-C4 suggests worst may be over	Exit interview analysis for departed staff; stay interviews with remaining team
Stable staffing enabling consistent instruction	32% turnover has likely disrupted instruction, mentoring, and student relationships; contributes to academic decline	Retention incentives for critical roles; assess whether departures concentrated in specific positions

Proposed Next Steps:

1. Analyze: Which positions turned over? Any patterns?
2. Conduct stay interviews with remaining high-value staff
3. Begin proactive recruitment for next year—don't wait until summer
4. Assess whether C4 Pulse satisfaction (100%) will translate to retention stabilization

FINANCIAL

Current Enrollment

Tracked every cycle. 25-26 Target: 326. North Star: 380. 24-25 Final: 282.

Metric	Target	C1	C2	C3	C4	Status
Students Enrolled	326	289	285	288	288	⬤ **Critical**

Cycle Reflection: Enrollment is essentially flat at 285-289 across all four cycles—38 students (12%) below the 326 target. While stable (no further attrition), the building is not growing toward target. All figures are above last year's 282 final, so year-over-year enrollment has at least not declined. The 38-student gap has significant financial implications.

OCS Analysis:

Outcome	Cause	Solution
326 students enrolled (budget target)	Enrollment stagnant; not attracting new students mid-year; family satisfaction (77%) and student satisfaction (73%) may deter referrals	Aggressive recruitment; waitlist activation; community outreach
Growing enrollment toward target	Reputation challenges; competing school options; satisfaction below benchmark	Connect enrollment strategy to satisfaction improvement; sibling recruitment; targeted community events

Proposed Next Steps:

1. Analyze enrollment data: Where are potential students going instead?

2. Activate all waitlist families

3. Sibling and community recruitment push

4. Leverage family satisfaction recovery (48%→77%) in marketing

Attendance

Tracked every cycle. Target: 80%. North Star: 90%. 24-25 Final: 77%.

Metric	Target	C1	C2	C3	C4	Status
YTD Attendance	80%	75%	73%	70%	70%	● **Critical**

Cycle Reflection: Attendance declined from 75% to 70% over four cycles and has now flatlined at 70%—10 points below the 80% target and 7 points below last year's 77% final. Students are missing nearly one-third of school days. This directly undermines every academic outcome and makes the 45% passing rate and 57% on-track rate almost inevitable. This is the most foundational problem in the building.

OCS Analysis:

Outcome	Cause	Solution
80% YTD attendance (90% North Star)	Chronic absenteeism not addressed; student disengagement; family circumstances; declining from last year's already-low 77%	Tiered attendance intervention; re-engagement strategies; fundamental system reset
Improving attendance trajectory	Current approach actively failing—attendance worse than last year; no evidence of effective intervention	Complete reset of attendance systems; daily monitoring; student re-engagement conversations

Proposed Next Steps:

1. Generate chronic absence list (students below 80%)

2. Tiered intervention: Tier 1 (80-89%): Mentor check-in; Tier 2 (70-79%): Family conference + contract; Tier 3 (<70%): Home visit, SST, truancy referral

3. Same-day absence calls for every absence

4. Attendance incentive program

5. Student re-engagement conversations—why aren't they coming?

Budget Spend

Metric	C1	C2	C3	Status
Over/Under YTD Target	0	-5	65	□ **Monitoring**

Cycle Reflection: Budget was on track through C2 (variance of -5). C3 shows a variance of 65, which requires investigation. Given the enrollment shortfall (38 students below target), fiscal discipline is essential and this variance needs explanation.

SPED COMPLIANCE

IEPs Complete

Metric	Target	Current	Status
% Complete	100%	77%	● **Critical**

Cycle Reflection: 23% of IEPs incomplete represents significant compliance risk and student harm. Slightly better than the previous memo's 79% but still far from 100%.

OCS Analysis:

Outcome	Cause	Solution
100% of IEPs completed on time	SPED capacity constraints; timeline management gaps; high staff turnover (68% retention) likely disrupted SPED staffing	Compliance audit; deadline calendar; daily tracking
Sustainable SPED compliance systems	Systemic capacity issue compounded by turnover	Assess SPED staffing adequacy; prioritize stability in SPED roles

Proposed Next Steps:

1. Generate list of all incomplete IEPs with deadlines
2. Create completion schedule—prioritize most overdue
3. Daily check-in with SPED coordinator until 100%
4. Review SPED staffing model

IEP Goals Met

Metric	Target	Current	Status
% Goals Met	100%	63%	● **Critical**

Cycle Reflection: 63% goal attainment is better than Middle School (55%) but still represents significant gaps in service delivery or goal appropriateness.

OCS Analysis:

Outcome	Cause	Solution
100% of IEP goals met	Goals may be misaligned; services not delivered with fidelity; high staff turnover disrupts continuity of services	Goal audit; service delivery verification
High-quality, consistent SPED services	Possible scheduling conflicts or capacity issues; new staff may not know IEP requirements	Protected SPED service times; progress monitoring; new staff IEP training

Proposed Next Steps:

1. Audit service delivery—are services happening as written?
2. Review goal-setting process for realism and measurability
3. Monthly progress monitoring on all IEP goals
4. Gen-ed teacher training on IEP support responsibilities

Summary of Critical Actions (Next 30 Days)

Week 1: Crisis Response

□ Root cause analysis: What happened after C1 that caused academic collapse (71%→45%)? This is now four cycles overdue.

□ Verify C4 Staff Satisfaction Pulse (100%)—confirm methodology and sample

□ Verify C4 Mentoring Efficacy (8%)—confirm data accuracy

□ Generate chronic absence list; begin tiered intervention

□ Generate incomplete IEP list; create completion calendar

□ Investigate budget variance (65 in C3)

Week 2: Stakeholder Engagement

□ Investigate what drove family satisfaction recovery (48%→77%)—replicate

□ Student focus groups on satisfaction (73%)—what keeps it below 85%?

□ If staff Pulse is verified, document what changed

□ College application audit—identify seniors with zero applications

□ Verify “Purposeful Next Step” 1% figure

Week 3: Systems Reset

□ Implement observation calendar with non-negotiable time (currently at 25%)

□ Launch attendance intervention protocol

□ Emergency mentoring program reset

□ Implement grade recovery/retake protocols

□ Pivot college counseling to rolling admissions/community college for seniors who missed deadlines

Week 4: Monitor & Stabilize

□ Weekly data review on all red metrics

□ Daily attendance and IEP tracking

□ Principal reports on feedback completion, staff conversations

□ Document NWEA/CSI growth success for replication

□ CSO assessment of building leadership capacity

Accountability Matrix

Priority Area	Owner	Check-in Freq.	Success Metric
Academic Recovery	Principal/AP	Daily	Passing rate movement from 45%
NWEA Sustainability	AP Instruction	Bi-weekly	Sustained Test 2 gains
Graduation Readiness	Counselor/AP	Weekly	Off-track list reduction

College/Next Step	Counselor	Weekly	Application submissions; next step plans
Family Satisfaction	Principal	Ongoing	Sustain C4 recovery trajectory
Student Satisfaction	Principal	Weekly	Movement toward 85%
Attendance	Dean/Counselor	Daily	Weekly attendance rate
Staff Satisfaction	Principal/CSO	Weekly	Verify and sustain C4 gains
Staff Retention	Principal/CSO	Weekly	Hold 68%; no further departures
Teacher Feedback	Principal	Weekly	% teachers observed (currently 25%)
Mentoring	Counselor/AP	Weekly	% effectiveness from 8%
SPED Compliance	SPED Coordinator	Daily	IEP completion count
Enrollment	Principal/Ops	Weekly	Net enrollment toward 326

Conclusion

The High School at midyear presents a building in deep distress with selective signs of hope. The data tells a story of interconnected crises:

The core academic engine is broken. A 45% passing rate—flat for two consecutive cycles after a 26-point collapse from C1—means fewer than half of students are succeeding in their courses. This directly drives the 57% graduation readiness rate (All Students) and the 12th grade decline from 95% to 74%. Attendance at 70% (declining from last year's 77%) means students are missing nearly a third of instruction. Only 25% of teachers are receiving feedback (declining from 33%). These factors are mutually reinforcing: absent students can't learn, unsupported teachers can't teach effectively, and failing students disengage further.

The staff crisis may be stabilizing but has left deep damage. Staff retention flatlined at 68%—one-third of the team has turned over. If the C4 Pulse Check (100%) is verified, it suggests remaining staff are more satisfied, but the GPTW at 41% reveals persistent structural concerns. The mentoring program has collapsed (8% efficacy), likely a casualty of staff turnover disrupting mentor-student relationships.

However, several metrics offer genuine hope. NWEA growth is strong (Math 56%, ELA 66%), and CSI growth is exceptional (Math 68%, ELA 58%). Family satisfaction recovered sharply from 48% to 77%. Student persistence is at target (85%). These gains—particularly the NWEA results—prove that effective instruction is happening somewhere in the building.

The central paradox—strong NWEA growth alongside a 45% passing rate—demands investigation. Students are growing on standardized assessments but not translating that into classroom success. This points to possible misalignment between instruction and grading, or to non-academic barriers (attendance at 70%, engagement, mentoring collapse) overwhelming academic gains.

Recommendation: The High School requires intensive intervention and direct CSO involvement. I recommend:

1. Immediate diagnostic on the NWEA-vs-passing-rate paradox—this is the key to unlocking academic recovery

2. Verification of C4 anomalies (Staff Pulse 100%, Mentoring 8%, Purposeful Next Step 1%)

3. Daily leadership touchpoints on academic and attendance metrics

4. Serious assessment of whether current leadership capacity is sufficient to execute a turnaround of this magnitude, particularly given 32% staff turnover

Prepared for Senior Leadership Team Review

Coversheet

Vote to Approve New Policy Updates

Section:	III. Policy and Program Direction
Item:	C. Vote to Approve New Policy Updates
Purpose:	
Submitted by:	
Related Material:	Policy Adoption.pdf MCPSA Model Policy Manual_2025-2026 School Year [clean].docx

KAIROS ACADEMIES: ST. LOUIS

Policy Adoption Summary

This document summarizes the specific policies Kairos Academies must add or adapt to ensure the Board Policy Manual is fully aligned with current state and federal law, as well as the requirements of the Missouri Charter Public School Commission (MCPSC).

The policies below represent the standards from the 2025-2026 Missouri Charter Public School Association (MCPSA) Model Policy Series. For each item, a summary is provided along with the necessary actions Kairos must take for implementation.

School Safety and Emergency Preparedness

- **Background Checks and Fingerprinting Model Policy**
  - **Summary:** Requires all employees, board members, and volunteers to complete a national fingerprint-based criminal background check and a check of the Family Care Safety Registry before having contact with students. It also mandates strict security and confidentiality protocols for handling this sensitive information.
  - **Action Needed: Yes.** Ensure all board members have completed a background check.
- **Active Shooter Training and Drills Model Policy**
  - **Summary:** Mandates that the school provide training to all employees on how to respond to potentially dangerous intruders and active shooter situations.
  - **Action Needed: Yes.** By 2026, implement employee training on active shooters (using Vector Solutions), establish emergency protocols, and conduct an active shooter drill.
- **Comprehensive Emergency Operations Plan Model Policy**
  - **Summary:** Requires the school to adopt a plan addressing safety, crises, and emergency operations in collaboration with local law enforcement and fire departments.
  - **Action Needed: Yes.** Confirm existing emergency operation plans for crises are in place and shared with law enforcement; conduct an annual physical security site assessment.
- **Cardiac Emergency Response Model Policy**
  - **Summary:** Outlines a response plan for sudden cardiac arrest, including the formation of a Cardiac Emergency Response Team (CERT) and protocols for Automated External Defibrillator (AED) maintenance.
  - **Action Needed: Yes.** Appoint 10% of staff to the CERT with current CPR/AED training. Ensure an AED is placed within a 3-minute reach of any point in the building.
- **Stop The Bleed Model Policy**
  - **Summary:** Requires the school to adopt a traumatic blood loss protocol developed by the Department of Elementary and Secondary Education (DESE).

    - **Action Needed: Yes.** Create a traumatic blood loss protocol and post it on the school website.
- **School Safety Coordinator Model Policy**
    - **Summary:** Mandates the appointment of a primary and secondary safety coordinator who must complete specific federal and state emergency management courses.
    - **Action Needed: Yes.** Appoint these coordinators and ensure they complete FEMA courses IS-100.C and IS-200 within one year.
- **Anti-Intruder Lock Model Policy**
    - **Summary:** Requires every interior door (classrooms, offices, etc.) to be equipped with a lock that can be locked from both inside and outside to protect against intruders.
    - **Action Needed: Yes.** Verify that all rooms are equipped with an anti-intruder lock.

Student Wellness and Rights

- **Get the Lead Out of School Drinking Water Act Model Policy**
    - **Summary:** Requires the school to maintain drinking water lead levels below five parts per billion and perform regular testing of all water outlets.
    - **Action Needed: Yes.** Verify if the water has been tested by CPH; if not, conduct the testing.
- **Will's Law Model Policy**
    - **Summary:** Focuses on the care of students with epilepsy and seizure disorders, requiring "individualized emergency health care plans" and staff training every two years.
      Action Needed: No changes needed; formally adopt.
- **Mental Health Awareness Training Model Policy**
    - **Summary:** Mandates that high school students receive mental health awareness training as part of the health or physical education curriculum.
      Action Needed: Yes. Confirm that the current health course includes mental health training based on the "DOSE" program.
- **Electronic Communication Device Model Policy**
    - **Summary:** Prohibits students from using personal electronic devices (like cell phones) during the school day, with exceptions for emergencies, educational purposes directed by staff, or requirements in an IEP/504 plan.
    - **Action Needed:** No changes needed; formally adopt.
- **CROWN Act Model Policy**
    - **Summary:** Prohibits discrimination based on hair texture or protective hairstyles (such as braids, locks, or twists) commonly associated with a particular race or origin.
    - **Action Needed:** No changes needed; formally adopt.

Academics and Enrollment

- **Reading Success Plan Model Policy**
  - **Summary:** Requires a policy for providing individualized reading plans to students exhibiting a substantial deficiency in reading.
  - **Action Needed: Yes.** Create and implement this policy.
- **Reading Assessment Model Policy**
  - **Summary:** Requires students in kindergarten through grade three to be assessed for reading readiness at the beginning and end of each year using state-approved assessments.
  - **Action Needed: Yes.** Create and implement these assessment procedures.
- **Computer Science Course Requirement Model Policy**
  - **Summary:** Requires high schools to offer at least one "high quality" computer science course to students.
  - **Action Needed:** No changes needed; formally adopt.
- **Student Enrollment Behavioral Threat Assessments and Personal Safety Plans Model Policy**
  - **Summary:** Mandates that the school request any records of behavioral threat assessments or safety plans from a student's previous school during the enrollment process.
  - **Action Needed:** No changes needed; formally adopt.
- **Activity and Event Participation of Non-Students Model Policy**
  - **Summary:** Allows homeschooled or virtual students living within the district boundaries to participate in school activities (athletics, fine arts, etc.) if they meet the same standards as enrolled students.
    Action Needed: No changes needed; formally adopt.

Discipline and Governance

- **Zero Tolerance Disciplinary Policy Model Policy**
  - **Summary:** Prohibits policies that mandate automatic disciplinary consequences (like automatic suspension) without allowing for case-by-case modification.
  - **Action Needed:** No changes needed; formally adopt.
- **Community Engagement Model Policy**
  - **Summary:** Establishes a process for district residents to communicate with the board and request that items be placed on the board meeting agenda.
  - **Action Needed:** No changes needed; formally adopt.
- **Parental Notification Model Policy**
  - **Summary:** Requires a letter to be mailed to all parents if the school falls into the bottom 5% of performance scores on the annual performance report.

    - **Action Needed:** No changes needed; formally adopt.
- **Annual Performance Report Information Model Policy**
    - **Summary:** Requires the school to post its performance rating, ranking percentage, and the list of bottom 5% schools on its website.
    - **Action Needed:** No changes needed; formally adopt.

Records and Administration

- **Records Retention Model Policy**
    - **Summary:** Mandates the effective maintenance and management of all school records (physical and electronic) in accordance with the Missouri Records Retention Law.
    - **Action Needed: Yes.** Confirm the specific location where these records are maintained.
- **Special Education Records Model Policy**
    - **Summary:** Designates student special education records (IEPs, 504 plans) as permanent records that must be maintained as part of a student's cumulative record and never destroyed.
      Action Needed: Yes. Confirm the specific location where these records are maintained.
- **Digitization of Records (Student, Personnel, Board)**
    - **Summary:** The manual requires that electronic records be managed with the same level of security and retention as hard copies. Board records (minutes, bylaws, articles of incorporation) must be kept permanently at the principal office.
    - **Action Needed:** No specific changes to the policy language; formally adopt the standards for digitized storage of student, HR, and board documents.
- **Closure Reserve**
    - **Summary:** Need to maintain a $75,000 reserve fund to be used in case of closure.
    - **Action Needed:** No changes needed; formally adopt.

MODEL POLICY SERIES 2025-2026 SCHOOL YEAR

DB04/0804900.0008/14378479.1

INTRODUCTION

As a Missouri 501(c)3 non-profit charter public school governing board, you hold the responsibility of ensuring the charter public school LEA (Local Education Agency) is,

1. Compliant with State and Federal Law;

2. Meeting the terms of the charter public school legal performance agreement (contract) with the school's sponsor; and

3. Operating in accordance with board policies.

The MCPSA Model Policy Series is intended to provide Missouri 501(c)3 non-profit charter public school governing boards with templates for policies required by State or Federal Law as well as those suggested as best practice. **Prior to adopting any of these policies, the board of a charter school should customize each policy by adding the school's name where indicated and tailoring the language, where appropriate, to fit the school's specific needs.** MCPSA recommends that the board of a charter school consult with the school's legal counsel in connection with adopting and implementing any policies including those in this manual.

A board's value is not dictated by the number of policies they have. In fact, boards who over-establish policies run the risk of severely limiting the charter school LEA's ability to innovate and provide an academic program that best meets the needs of their students. We encourage boards to ensure they establish policies necessary for State and Federal compliance, but proceed with caution establishing additional policies, ensuring passage of a new policy is an absolute necessity for effective governance.

HOW TO USE THIS MANUAL

Prior versions of the model policy series were housed in individual manuals. For ease of use, in 2020, the individual manuals were combined into a single manual. Cross-references to the prior manuals (manual and page number) are included in the footnotes of the individual policies. Cross-references are denoted as follows:

- BG is Board Governance Model Policy Manual
- BF is Board Finance Model Policy Manual
- HR is Human Resources Model Policy Manual
- OP is Operations Model Policy Manual

Scope of Service & Copyright Notice

The MCPSA Model Policy Series is designed and intended as a resource for charter schools and their governing boards. It is not legal advice. MCPSA recommends that schools and their governing boards obtain the advice of their legal counsel to ensure compliance with all applicable legal requirements.

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TABLE OF CONTENTS

Highlighted policies are new for 2025-2026 or have been revised

TABLE OF CONTENTS _____ **iii**

STATUTORY CROSSWALK _____ ***A***

SECTION 1: BOARD GOVERNANCE _____ ***1***

Charter School Governing Board Roles and Responsibilities _____ **2**

Model Bylaws [required] _____ **11**

Model Board Resolution Adopting Policy _____ **29**

Conflict of Interest Model Policy [required] _____ **30**

Model Conflicts of Interest Questionnaire _____ **34**

Personal Financial Disclosure [required] _____ **35**

Sunshine Law Model Policy [required] _____ **36**

Board Meeting Agenda Model Policy _____ **37**

Model Motion to Enter into Closed Session _____ **38**

Board Member Orientation Model Policy _____ **39**

Board Member Development Opportunities _____ **40**

Board Conduct Model Policy _____ **41**

Governing Board Records Model Policy _____ **44**

Nepotism Model Policy[required] _____ **45**

Prohibited Expenditures Model Policy [required] _____ **46**

SECTION 2: BOARD FINANCE _____ ***47***

Business Plan and Budget Process _____ **48**

System of Fiscal Controls _____ **51**

Audit and Annual Report Preparation _____ **52**

Annual Operating Budget Model Policy[required] _____ **53**

Bank Procedures Model Policy _____ **54**

Model Resolution Designating Financial Institution _____ **56**

Cash Management Model Policy _____ **57**

School Accounting System Model Policy [required] _____ **58**

Audit and Financial Statements Model Policy[required] _____ **59**

Payroll Model Policy [required] _____ **60**

Federal Fiscal Compliance Model Policy[required] _____ **61**

Capital Assets Accounting Model Policy[required] _____65
State Tax Sources Model Policy[required] _____66
State and Federal Projects Model Policy[required] _____67
Borrowed Funds Model Policy[required] _____68
Bonded Indebtedness Model Policy[required] _____69
Authorized Signatures Model Policy[required] _____70
Investment Model Policy [required if your school plans to invest] _____71
***SECTION 3: HUMAN RESOURCES*_____76**
Wage and Hour Requirements _____77
Child Labor _____78
Workers Compensation _____79
Fair Credit Reporting Act _____80
Garnishment _____81
Employee Handbooks _____82
Family and Medical Leave Act _____83
Family and Medical Leave Act Model Policy[required][revised] _____85
Equal Employment Opportunity _____102
Equal Employment Opportunity Model Policy [required] _____105
Workplace Harassment and Discrimination _____106
Harassment Model Policy[required] _____107
Drug Free Workplace_____113
Drug Free Workplace Model Policy[required] _____114
Jury Duty and Military Duty_____116
Judicial, Military Duty, And Religious Leave Model Policy _____117
Employment at Will _____118
Employment Status: At-Will or Contracted Employment Model Policy _____119
Prospective Employees _____126
Professional Personnel Hiring and Recruitment Model Policy _____128
Personnel Evaluations Model Policy[required] _____130
Employee Dress Code Model Policy _____131
Staff Complaints And Grievances Model Policy [required] _____133
Personal Leave Model Policy [required] _____136
Communicable Diseases Model Policy [required] _____140

Model Employment Application Model _____142
Employee Information Sharing Model Policy [required]_____147
Background Checks and Fingerprinting Model Policy[required] _____148
Missouri Victims' Economic Security And Safety Act Model Policy [required] _____150
SECTION 4: SCHOOL OPERATIONS _____153
Civil Rights, Title IX, Section 504 Model Policy [required] _____154
Title IX Sexual Harassment Model Policy [required] _____155
Official School Year And School Day Model Policy[required] _____163
Alternative Methods of Instruction Plan Model Policy[recommended] _____164
School Calendar Model Policy[required] _____165
Fiscal Year Model Policy _____166
School Annual Report Model Policy[required]_____167
Public Inspection Model Policy[required]_____168
Title I Model Policy [required] _____169
Equal Educational Opportunity Model Policy [required] _____170
Students of Legal Age Model Policy [required] _____171
Student Educational Records Model Policy[required] _____172
Health Information Records Model Policy[required] _____173
School Safety Plan and Emergency Closing Procedures Model Policy[required] ___174
Communicable Diseases Model Policy [required] _____175
Distribution of Medicine Model Policy[required]_____176
Immunizations Model Policy[required] _____178
Transportation Model Policy _____179
Building Maintenance Model Policy _____181
Student Group Use of Facilities Model Policy[required] _____182
Procurement Model Policy _____183
Solicitations of Staff and Students Model Policy _____184
Student and Classroom Observations Model Policy[required] _____185
School Attendance Model Policy[required] _____186
Student Attendance and Accounting Model Policy _____188
Eye Protection Model Policy[required] _____189
Textbooks Model Policy[required] _____190
Parents and Student Complaints and Grievances Model Policy [required] _____191

Technology Acceptable Use Model Policy[required] _____192

Drug Free Schools Model Policy [required] _____194

Student Fees Model Policy[required] _____195

Student Records Model Policy[required] _____196

Reporting of Child Abuse and Neglect Model Policy[required] _____197

Discipline Model Policy [required] _____198

Threats of Violence Model Policy _____210

Teacher Externship Model Policy _____211

Flag of the United States of America and Pledge of Allegiance Model Policy[recommended] _____212

Eddie Eagle Gunsafe Program Model Policy _____213

Volunteers and Chaperones Model Policy [Section 1 required] _____214

Weapons at School Model Policy[required] _____216

Student Safety Model Policy [required] _____217

Seclusion, Restraint and Corporal Punishment Model Policy [required] _____218

Cardiopulmonary Resuscitation Instruction Model Policy [required for high school] 221

Active Shooter and Other Emergency Training and Drills Model Policy [required][revised] _____222

Age Criteria for Kindergarten Admission Model Policy [required] _____224

Program for Homeless Students Model Policy [required] _____225

Local Educational Agency Title I.A Parental Involvement Model Policy and School Title I.A Parental Involvement Model Policy [required] _____229

Model Migrant Procedure [required] _____234

Safe Place For Newborns Act Instruction Model Policy _____235

Strip Searches Model Policy[required] _____236

Students with Diabetes Model Policy _____237

Organ, Eye, and Tissue Donation Model Policy[required] _____240

School Admissions Model Policy [required] _____241

Missouri Student Religious Liberties Act Model Policy [required] _____244

Limited Public Forum Model Policy [recommended] _____246

Interstate Compact on Educational Opportunity for Military Children Model Policy [required] _____247

Use of Social Media by Teachers, Staff, and Students Model Policy _____250

E-Learning Model Policy _____252

Take Home Device Model Policy _____254

Telework Model Policy _____ **257**

Get the Lead Out of School Drinking Water Act Model Policy [required][revised] __ **265**

Community Engagement Model Policy[required] _____ **267**

Parental Notification Model Policy [required] _____ **268**

Annual Performance Report Information Model Policy[required] _____ **269**

Will's Law Model Policy[required] _____ **270**

Identification Cards Model Policy [only required for schools that serve pupils in grades 7-12 and issue school IDs] _____ **272**

Mental Health Awareness Training Model Policy [required for high schools] _____ **273**

Name and Pronoun Model Policy _____ **274**

Special Education Records Model Policy[required] _____ **275**

Records Retention Model Policy [required][new] _____ **276**

Comprehensive Emergency Operations Plan Model Policy [required][new] _____ **277**

Cardiac Emergency Response Model Policy [required][new] _____ **278**

Stop The Bleed Act Model Policy [required][new] _____ **282**

School Safety Coordinator Model Policy [required][new] _____ **283**

Anti-Intruder Lock Model Policy [required][new] _____ **284**

Electronic Communication Device Model Policy[required][new] _____ **285**

Student Enrollment Behavioral Threat Assessments And Personal Safety Plans Model Policy [required][new] _____ **286**

Zero Tolerance Disciplinary Policy Model Policy [required][new] _____ **287**

Activity And Event Participation of Non-Students Model Policy [required] _____ **288**

Bus Driver Background Check Model Policy [required][new] _____ **290**

CROWN Act Model Policy [required][new] _____ **291**

SECTION 5: EDUCATIONAL INSTRUCTION _____ ***292***

Course Requirements – Constitution, American History, Missouri Government, Civics Model Policy[required] _____ **293**

Reading Instruction Model Policy [required] _____ **294**

Human Sexuality And Sexually Transmitted Diseases Instruction Model Policy [required] _____ **295**

Grading and Reporting Model Policy _____ **297**

Fieldtrips and Enrichment Activities Model Policy _____ **298**

Services for Students with Disabilities Model Policy[required] _____ **299**

Instruction for Students with Disabilities Model Policy[required] _____ **300**

Instruction for At-Risk Students Model Policy _____ **301**

Dyslexia Screening Model Policy[required] _____302
English Language Learners (ELL) Model Policy[required] _____303
Missouri Course Access and Virtual School Program Model Policy[required] _____305
Academic and Career Counseling Program Model Policy _____307
Braille Instruction Model Policy[required]_____308
Agriculture or Career and Technical Course Model Policy _____312
Computer Science Course Credit Model Policy _____313
Physiology Textbook Model Policy[required] _____314
Personal Plan of Study Model Policy _____315
Show-Me Success Diploma Model Policy_____316
Reading Success Plan Model Policy[required]_____317
Reading Instruction Act Model Policy[required] _____318
Computer Science Course Requirement Model Policy [required for high school] ___319
Reading Assessment Model Policy[required] _____320

STATUTORY CROSSWALK

DB04/0804900.0008/14378479.1

This section provides the statutory or regulatory requirement underlying policies in this Series. Not all policies have an underlying statutory or regulatory requirement—rather they are a recommended business or educational best practice.

SECTION 1: BOARD GOVERNANCE

Charter School Governing Board Roles and Responsibilities	§ 160.400.8, RSMo
Model Bylaws	§ 160.405, RSMo; *see also* Chapter 355, RSMo
Conflict of Interest Model Policy	§ 160.400.15
Personal Financial Disclosure	§ 160.400.15; § 105.483-.489, RSMo.
Sunshine Law Model Policy	Chapter 610, RSMo
Board Meeting Agenda Model Policy	§ 160.400.15
Model Motion to Enter into Closed Session	§ 610.021, RSMo
Governing Board Records Model Policy	Chapter 61, RSMo
Nepotism Model Policy	Missouri Constitution Article VII, § 6
Prohibited Expenditures Model Policy	§ 115.646, RSMo

SECTION 2: BOARD FINANCE

System of Fiscal Controls	§ 160.066, RSMo
Audit and Annual Report Preparation	§ 160.405, RSMo
Annual Operating Budget Model Policy	§ 160.417, RSMo
School Accounting System Model Policy	§ 160.405, RSMo

Audit and Financial Statements Model Policy	§ 160.405, RSMo
Federal Fiscal Compliance Model Policy	Every Student Succeeds Act
Investment Model Policy	§ 67.085, RSMo; § 165.051, RSMo

SECTION 3: HUMAN RESOURCES

Wage and Hour Requirements	Federal Fair Labor Standards Act
Child Labor	Chapter 294, RSMo; Fair Labor Standards Act
Workers Compensation	Chapter 287, RSMo
Fair Credit Reporting Act	Federal Fair Credit Reporting Act
Family and Medical Leave Act	Federal Family and Medical Leave Act
Equal Employment Opportunity Model Policy	Missouri Human Rights Act (Chapter 213, RSMo); Title VII of the Civil Rights Act of 1964; Americans with Disabilities Act; Age Discrimination in Employment Act; Rehabilitation Act of 1973; Equal Pay Act and § § 291.400-460, RSMo; Pregnancy Discrimination Act
Harassment Model Policy	Missouri Human Rights Act (Chapter 213, RSMo); Title VII of the Civil Rights Act of 1964; Americans with Disabilities Act; Age Discrimination in Employment Act; Rehabilitation Act of 1973; Equal Pay Act and § § 291.400-460, RSMo; Pregnancy Discrimination Act
Drug Free Workplace Model Policy	Federal Drug Free Workplace Act of 1988; § 105.110, RSMo
Judicial, Military Duty, And Religious Leave Model Policy	§ 494.460, RSMo
Communicable Diseases Model Policy	§ 167.191, RSMo; § 160.405, RSMo; Civil Rights Act; Americans with Disabilities Act
Employee Information Sharing Model Policy	§ 162.068, RSMo
Background Checks and Fingerprinting Model Policy	§43.540, RSMo; § 168.133
Missouri Victims' Economic Security and Safety Act Model Policy	§ 285.630, RSMo

SECTION 4: SCHOOL OPERATIONS

Civil Rights, Title IX, Section 504 Model Policy	Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the

	Education Amendments of 1972; Age Discrimination Act of 1985
Title IX Sexual Harassment Model Policy	Title IX of the Education Amendments of 1972
Official School Year And School Day Model Policy	§ 171.031, RSMo
Alternative Methods of Instruction Plan Model Policy	§ 171.033, RSMo
School Calendar Model Policy	§ 160.405, RSMo and § 160.011, RSMo
Fiscal Year Model Policy	N/A
School Annual Report Model Policy	§ 160.522, RSMo
Public Inspection Model Policy	§ § 160.066 and 160.410, RSMo
Title I Model Policy	Every Student Succeeds Act of 2015
Equal Educational Opportunity Model Policy	The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, Section 504, and Missouri Special Education Services requirements found in sections 162.670 - .995, RSMo
Students of Legal Age Model Policy	Family Education Rights and Privacy Act
Student Educational Records Model Policy	Family Educational Rights and Privacy Act
Health Information Records Model Policy	Family Educational Rights and Privacy Act; Individuals with Disabilities Act; Section 504 of the Rehabilitation Act of 1973
School Safety Plan and Emergency Closing Procedures Model Policy	§ 160.480, RSMo
Communicable Diseases Model Policy	"Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators"; § 167.191, RSMo
Distribution of Medicine Model Policy	§ § 167.627, 167.627, RSMo
Immunizations Model Policy	§ 167.181, RSMo
Student Group Use of Facilities Model Policy	Equal Access Act of 1984
Student and Classroom Observations Model Policy	Federal Family Education Rights and Privacy Act
School Attendance Model Policy	§ 167.031, RSMo
Eye Protection Model Policy	§ 170.005, RSMo
Textbooks Model Policy	§ 170.051, RSMo

Parents and Student Complaints and Grievances Model Policy	§ 160.405, RSMo
Technology Acceptable Use Model Policy	§ 182.827, RSMo
Drug Free Schools Model Policy	§ 161.504, RSMo
Student Fees Model Policy	§ 160.415.11, RSMo
Student Records Model Policy	Family and Educational Privacy Act and the Safe Schools Act
Reporting of Child Abuse and Neglect Model Policy	§ 210.115, RSMo
Discipline Model Policy	§ 160.405, RSMo; § 167.117, RSMo
Threats of Violence Model Policy	N/A
Teacher Externship Model Policy	§ 168.025, RSMo
Flag of the United States of America and Pledge of Allegiance Model Policy	§ 171.021, RSMo
Eddie Eagle Gunsafe Program Model Policy	§ 171.410, RSMo
Weapons at School Model Policy	§ 571.03, RSMo
Student Safety Model Policy	Every Student Succeeds Act
Seclusion, Restraint and Corporal Punishment Model Policy	§ 160.263, RSMo
Cardiopulmonary Resuscitation Instruction Model Policy	§ 170.310, RSMo
Active Shooter Training and Drills Model Policy	§ 170.315, RSMo
Age Criteria for Kindergarten Admission Model Policy	§ 160.053, RSMo
Program for Homeless Students Model Policy	McKinney-Vento Homeless Assistance Act
Local Educational Agency Title I.A Parental Involvement Model Policy and School Title I.A Parental Involvement Model Policy	Every Student Succeeds Act
Model Migrant Procedure	Elementary and Secondary Education Act
Safe Place For Newborns Act Instruction Model Policy	§ 170.312, RSMo
Strip Searches Model Policy	§ 167.166, RSMo

Students with Diabetes Model Policy	§§167.800-.824, RSMo
Organ, Eye, and Tissue Donation Model Policy	§170.311, RSMo
Missouri Student Religious Liberties Act Model Policy	§160.2500, RSMo
Limited Public Forum Model Policy	§160.2500, RSMo
Interstate Compact on Educational Opportunity for Military Children Model Policy	§160.2000, RSMo
Get the Lead Out of School Drinking Water Act Model Policy	§160.077, RSMo
Community Engagement Model Policy	§162.058, RSMo
Parental Notification Model Policy	
Annual Performance Report Information Model Policy	§162.084, RSMo
Will's Law Model Policy	§167.625, RSMo
Identification Cards Model Policy	§170.048, RSMo
Mental Health Awareness Training Model Policy	§170.037, RSMo
Special Education Records Model Policy	§167.027, RSMo
Records Retention Model Policy	https://www.sos.mo.gov/records/recmgmt/retention/
Comprehensive Emergency Operations Plan Model Policy	§160.480, RSMo
Cardiac Emergency Response Model Policy	§160.482, RSMo
Stop the Bleed Act Model Policy	§160.485, RSMo
School Safety Coordinator Model Policy	§160.660, RSMo
Anti-Intruder Lock Model Policy	§160.663, RSMo
Electronic Communication Device Model Policy	§162.207, RSMo
Student Enrollment Behavioral Threat Assessments and Personal Safety Plans Model Policy	§167.022, RSMo
Zero Tolerance Disciplinary Model Policy	§167.167, RSMo

Activity and Event Participation of Non-Students Model Policy	§ 167.790, RSMo
Bus Driver Background Check Model Policy	§ 168.133, RSMo
CROWN Act Model Policy	§ 160.082, RSMo

SECTION 5: EDUCATIONAL INSTRUCTION

Course Requirements – Constitution, American History, Missouri Government, Civics Model Policy	§ § 170.011 and 170.345, RSMo
English Language Learners (ELL) Model Policy	Title VI of the Civil Rights Act
Missouri Course Access and Virtual School Program Model Policy	§ 161.670, RSMo
Academic and Career Counseling Program Model Policy	§ 167.266, RSMo
Braille Instruction Model Policy	§ 167.225, RSMo
Agriculture or Career and Technical Course Model Policy	§ 170.017, RSMo
Computer Science Course Credit Model Policy	§ 170.018 RSMo
Physiology Textbook Model Policy	§ 170.031, RSMo
Personal Plan of Study Model Policy	§ 167.903, RSMo
Reading Instruction Model Policy	§ 170.014, RSMo
Human Sexuality And Sexually Transmitted Diseases Instruction Model Policy	§ 170.015, RSMo
Services for Students with Disabilities Model Policy	§ 162.670-162.995, RSMo
Instruction for Students with Disabilities Model Policy	§ 162.670-162.995, RSMo
Instruction for At-Risk Students Model Policy	§ 167.905, RSMo
Dyslexia Screening Model Policy	§ 167.950, RSMo
English Language Learners Model Policy	Title VI
Missouri Course Access and Virtual School Program Model Policy	§ 161.670, RSMo
Academic and Career Counseling Program Model Policy	§ 167.266, RSMo
Braille Instructure Model Policy	§ 167.225, RSMo
Agriculture or Career and Technical Course Model Policy	§ 170.017, RSMo

Computer Science Course Credit Model Policy	§ 170.018, RSMo
Physiology Textbook Model Policy	§ 170.031, RSMo
Personal Plan of Study Model Policy	§ 167.903, RSMo
Show-Me Success Diploma Model Policy	§ 160.560, RSMo
Reading Success Plan Model Policy	§ 167.645, RSMo
Reading Instruction Act Model Policy	§ 170.014, RSMo
Computer Science Course Requirement Model Policy	§ 170.018, RSMo
Reading Assessment Model Policy	§ 167.645, RSMo

SECTION 1: BOARD GOVERNANCE

Charter School Governing Board Roles and Responsibilities

The board of a charter school is charged with oversight of the charter school. A charter school must be a not for profit corporation and comply with all of the requirements of Chapter 355, RSMo. Non-profit corporations are required to file articles of incorporation and annual statements with the Missouri Secretary of State.

A. Articles of Incorporation

To incorporate a charter school, Articles of Incorporation must be completed, signed, and filed with the Missouri Secretary of State. The form can be found at: http://www.sos.mo.gov/business/corporations/forms.asp. If you have any questions when completing the charter school's Articles of Incorporation, you should contact your school's legal counsel.

B. Bylaws

Bylaws serve as the board's governance document and provide the parameters for how the board operates. The following must be included in the board's bylaws:

Board Members

- Number of board members (minimum of 3), qualifications of board members, and selection process for board members
- Requirement that all board members be residents of Missouri
- Procedures for filling vacancies
- Procedures for member removal and resignation
- Term limits
- Fees and compensation

Officers

- Number and titles of officers
- Required officers: President (or Chairman), Secretary and Treasurer
- Job description for each officer
- Term limits and procedures for filling vacancies

Meetings

- Location and number of meetings to be held each year
- Policy on specially called board meetings
- Compliance with the Missouri Sunshine Law regarding meetings, votes, and records
- Quorum and voting rules

- Rules of order for meetings
- Detail the board's committee structure including procedures for creating a committee

C. The Missouri Sunshine Law

Charter schools are "public governmental bodies" and are therefore subject to the Sunshine Law as provided in Chapter 610, RSMo

Adopting a Written Policy

The board (for itself and the charter school) is required to adopt a reasonable written policy regarding the release of information on any meeting, record, or vote. This policy must be open for public inspection. Any member of the board or employee of the charter school who complies with the written policy is not guilty of a violation of the provisions of the Sunshine Law or subject to civil liability for any act arising out of his/her adherence to the written policy of the board/charter school.

Public Meetings

Meetings of the board of directors, as the governing body of the charter school, are subject to the open meeting and voting requirements of the Sunshine Law.

When the board's members meet to discuss or decide matters which relate in any way to the performance of the school's functions or the conduct of its business, or formulate public policy, the public must have notice of the meeting. The meeting must be made open and accessible to the public unless there is an exception allowing it to be closed. The presumption is that the governing board of a charter school will conduct meetings in compliance with the Sunshine Law.

The following are exceptions to the open meeting requirement:

- A meeting regarding the leasing, purchase or sale of real estate.
  - However, a board shall make publicly available any minutes, vote or public record approving a contract relating to the leasing, purchase or sale of real estate by a charter school upon execution of the lease, purchase or sale of the real estate.

- A meeting regarding pending legal action.
  - However, any minutes, vote or settlement agreement relating to legal actions, causes of action or litigation involving a charter school or any agent or entity representing its interests or acting

on its behalf or with its authority shall be made public upon final disposition of the matter voted upon or upon the signing by the parties of the settlement agreement, unless, prior to final disposition, the settlement agreement is ordered closed by a court. If the settlement agreement is closed by the court, the amount of any moneys paid by, or on behalf of, the public governmental body shall be disclosed.

- A meeting regarding hiring, firing, disciplining or promoting of particular employees by a charter school board when personal information about the employee (information relating to the performance or merit of individual employee) is discussed or recorded.
  - However, a board shall make publicly available any vote on a final decision, when taken by a board, to hire, fire, promote or discipline an employee of a charter school.

- A meeting regarding scholastic probation, expulsion, or graduation of identifiable individuals, including records of individual test or examination scores.
  - However, personally identifiable student records maintained by public educational institutions shall be open for inspection by the parents, guardian or other custodian of students under the age of eighteen years and by the parents, guardian or other custodian and the student if the student is over the age of eighteen years.

- A meeting regarding specifications for competitive bidding, until either the specifications are officially approved by the public governmental body or the specifications are published for bid.

No meeting, portion of a meeting, or vote may be closed without an affirmative public vote of the majority of a quorum of the board.

Any meeting or vote shall be closed only to the extent necessary for the specific reason announced to justify the closed meeting or vote. The board shall not discuss any business in a closed meeting, record, or vote which does not directly relate to the specific reason announced to justify the closed meeting or vote.

The board must give the public notice of the meeting according to the following requirements:

Boards shall give notice of the time, date, and place of each meeting, and its tentative agenda, in a manner reasonably calculated to advise the public of the matters to be considered. If a meeting, portion of a meeting, or a vote is to be closed, the notice to the public must include the time,

date and place of such closed meeting or vote and the reason for holding it by reference to the specific exception allowed.

If the meeting will be conducted by telephone or other electronic means, the notice of the meeting shall identify the mode by which the meeting will be conducted and the designated location where the public may observe and attend the meeting. If a public body plans to meet by internet chat, internet message board, or other computer link, it shall post a notice of the meeting on its website in addition to its principal office and shall notify the public how to access that meeting.

Reasonable notice shall include making available copies of the notice to any representative of the news media who requests notice of meetings of a board concurrent with the notice being made available to the members of the board and posting the notice on a bulletin board or other prominent place which is easily accessible to the public and clearly designated for that purpose at the principal office of the board holding the meeting, or if no such office exists, at the building in which the meeting is to be held.

Notice conforming with the above requirements shall be given at least twenty-four hours, exclusive of weekends and holidays when the facility is closed, prior to the commencement of any meeting of the board. If for good cause such notice is impossible or impractical, as much notice as is reasonably possible shall be given. When it is necessary to hold a meeting on less than twenty-four hours' notice, the nature of the good cause justifying that departure from the normal requirements shall be stated in the minutes.

The meeting location must be made accessible to the public. If a meeting is conducted via conference call, the board must provide a means for the public to listen to the meeting. If the meeting is conducted by internet chat, internet message board, or other computer link, it must provide a means for the public to access that meeting. When it is necessary to hold a meeting at a place that is not reasonably accessible to the public, or at a time that is not reasonably convenient to the public, the nature of the good cause justifying that departure from the normal requirements shall be stated in the minutes.

The board holding a closed meeting shall close only an existing portion of the meeting facility necessary to house the members of the board in the closed session, allowing members of the public to remain to attend any subsequent open session held by the board following the closed session.

The board shall allow for the recording by audiotape, videotape, or other electronic means of any open meeting. The board may establish guidelines regarding the manner in which such recording is conducted so as to minimize disruption to the meeting. No audio recording of any

closed meeting or vote shall be permitted without permission of the board.

The board must keep a record of meetings pursuant to the following requirements:

A journal or minutes of open and closed meetings shall be taken and retained by the board, including, but not limited to, a record of any votes taken at such meeting. The minutes shall include the date, time, place, members present, members absent, and a record of any votes taken. When a roll call vote is taken, the minutes shall attribute each "yea" and "nay" vote or abstinence if not voting, to the name of the individual member of the board.

When a meeting, portion of a meeting, or a vote is closed, the reason for closing the meeting or vote must be noted in the minutes.

Meeting minutes are subject to the Sunshine Law. Accordingly, closed meeting minutes that will remain closed (are not required to be made public as above) should be separately maintained to ensure they are more easily identifiable and therefore protected from unintentional disclosure.

Public Records

As a public body, documents retained by the board of a charter school as well as the charter school itself are public records. It does not matter whether the charter school created the records so long as it retains them. Public records include hard copies and electronic records, draft documents as well as final versions.

The board of a charter school is only required to produce those records that it currently retains that are responsive to an open records request; the board/school is not required to create a document which does not currently exist in order to respond to an open records request.

The Sunshine Law provides exceptions to the open records requirement for the following records:

- Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment.
  - This exemption does not apply to the names, positions, salaries and lengths of service of officers and employees of public agencies once they are employed as such.

- Scholastic probation, expulsion, or graduation information of identifiable individuals, including records of individual test or examination scores.
    - **NOTE:** Personally identifiable student records maintained by public educational institutions shall be open for inspection by the parents, guardian or other custodian of students under the age of eighteen years and by the parents, guardian or other custodian and the student if the student is over the age of eighteen years.

- Testing and examination materials, before the test or examination is given or, if it is to be given again, before so given again.

- Confidential or privileged communications between a charter school or its representatives and its attorneys.

- The portion of a record that identifies security systems or access codes or authorization codes for security systems of real property.

- Records that identify the configuration of components or the operation of a computer, computer system, computer network, or telecommunications network, and would allow unauthorized access to or unlawful disruption of a computer, computer system, computer network, or telecommunications network of a public governmental body.

- Sealed bids and related documents, until the bids are opened; and sealed proposals and related documents or any documents related to a negotiated contract until a contract is executed, or all proposals are rejected.

- Existing or proposed security systems and structural plans of real property owned or leased by a public governmental body, and information that is voluntarily submitted by a nonpublic entity owning or operating an infrastructure to any public governmental body for use by that body to devise plans for protection of that infrastructure, the public disclosure of which would threaten public safety:

    - Records related to the procurement of or expenditures relating to security systems purchased with public funds shall be open;
    - When seeking to close information pursuant to this exception, the public governmental body shall affirmatively state in writing that disclosure would impair the public governmental body's ability to protect the security or safety of persons or

real property, and shall in the same writing state that the public interest in nondisclosure outweighs the public interest in disclosure of the records; and

- Records that are voluntarily submitted by a nonpublic entity shall be reviewed by the receiving agency within ninety days of submission to determine if retention of the document is necessary in furtherance of a state security interest. If retention is not necessary, the documents shall be returned to the nonpublic governmental body or destroyed.

Certain records are required to be closed and kept confidential. Examples of records that are required to be confidential/closed to the public are:

- Student education records that are specifically required by federal statute or regulation to be kept confidential, such as under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) (a general description of FERPA records issues can be found at: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html);

  - Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.
  - Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is at the discretion of each school. Accordingly, unless the school has taken these steps, it is advised to keep school directory information confidential, citing FERPA.

- The Sunshine Law recognizes the existence of such confidentiality mandates through one of its exceptions:

  - "Records which are protected from disclosure by law," § 610.021(14), RSMo.

The Sunshine Law requires a custodian of records be designated by the board.

Responding to a Records Request:

Does a records request have to be made in a certain manner or format?
No. While it is preferable to receive a records request in writing, the law does not require a particular format for records requests or even require that they

be made in writing. The board/school can offer a form to be used and request that it be used, but it cannot require that the form be used. The custodian is responsible for ensuring all requests for records made to the custodian are responded to, regardless of the format of the request, in the manner required by law. All written requests should be date stamped and immediately presented to the custodian of records (or his or her designee/assistant to ensure a timely response to the request). Oral requests received by the custodian should be immediately recorded in written form to document the same.

In what format should the custodian respond to a records request?
It is preferable for the custodian to respond in writing (letter, e-mail) and to retain a copy of the response and any additional documents relating to the request, along with the original request. It is for the protection of the board/school to document the receipt of and response to records requests to be able to show that it complied with the law. If documents are produced, ideally, a copy of the produced documents would be kept with the request and response. Another option is to describe the records produced, but that is not the optimal method of documenting the response.

When and how does the custodian respond to a records request?
Each request for access to a public record shall be acted upon as soon as possible, but in no event later than the end of the third business day following the date the request is received by the custodian of records of the board/school. If the records are not provided (for inspection, copying or copies provided) within the 3 business days, some other response must be made no later than the 3rd business day from receipt.

- If the records are open, and copies can reasonably be produced (or access provided) within 3 business days that should be done in the 3 business day response.

- If the records are closed, and that can be determined within the 3 business days, the 3 business day response should be that the records requested are closed, citing to the bases for closure within §610.021, RSMo (by subsection) and/or other applicable law (such as FERPA).

- If it will take more than 3 business days to access, review, and determine whether the records requested are open or closed, or portions may need to be redacted before providing access to or copies of the records, the 3 business day response should state as such, giving a detailed explanation of the cause for further delay and state when and where the records should be available for inspection or copying, providing a reasonable time estimate. Common examples where the custodian reasonably needs more than 3 business days to fully complete the response to the records request may be that the request

is for a large volume of records that need to be reviewed and copied or for archived records that take time to be retrieved.

What if part of the information in requested records is closed, and other parts are open?
If a public record contains material, which is open as well as material, which is closed, the custodian shall separate the open and closed material and make the open material available for examination and copying. One method of doing this is to redact or block out the closed record portions with a dark marker or an electronic text box. **TIP:** Where hard paper copies are provided, and a marker is used, the custodian should ensure that the redacted material couldn't still be read by holding the paper up to a light. The best solution is to make a copy of the record, redact it with a marker, then make a copy of the redacted page with a copier and destroy the copy with the original marker redactions. If redacting by whiteout, the fact that parts were redacted should be noted, otherwise it looks like a big blank spot on a document and the recipient cannot be sure if something was redacted there or not.

When should a custodian provide for inspection of records?
To reduce the cost to both the requesting party and the school or board, the custodian of records may permit a physical inspection of open records by the requesting party. This may be done when the request is voluminous and the requester wants to review the documents and identify only some documents for copying. The custodian may impose such security as is deemed appropriate to guarantee that no record is removed from the files or marked on.

Note: If someone demands to inspect copies of records because he or she does not want to pay for copies, but there is a serious concern about the security of the original records, the best option may be to provide copies to the requester free of charge.

The law states that if records are requested in a certain format, the board/school shall provide the records in the requested format, if such format is available. For example, if someone asks for copies of documents in electronic format, and the documents exist in electronic format (such as a PDF), then the custodian should provide them in that format, instead of printing them out and providing hard paper copies.

A board or school may charge no more than 10¢ per page for a paper copy not larger than nine by fourteen inches, with the hourly fee for duplicating time not to exceed the average hourly rate of pay for clerical staff of the school. Research time required for fulfilling records requests may be charged at the actual cost of research time. Based on the scope of the request, the school shall produce the copies using employees that result in the lowest amount of charges for search, research, and duplication time. The school may not charge for an attorney's time to review the records to determine whether they may be closed pursuant to an exception of the Sunshine Law.

Fees for providing access to public records maintained on computer facilities, recording tapes or disks, videotapes or films, pictures, maps, slides, graphics, illustrations or similar audio or visual items or devices, and for paper copies larger than nine by fourteen inches shall include only the cost of copies, staff time, which shall not exceed the average hourly rate of pay for staff of the school required for making copies and programming, if necessary, and the cost of the disk, tape, or other medium used for the duplication.

Prior to producing copies of the requested records, the person requesting the records may request the school to provide an estimate of the cost to the person requesting the records.

Documents may be furnished without charge or at a reduced charge when the requester seeks a fee waiver or reduction and the school/custodian determines that waiver or reduction of the fee is in the public interest because it is likely to contribute significantly to public understanding of the operations or activities of the school and is not primarily in the commercial interest of the requester.

The custodian may require payment of copying fees prior to the making of copies.

Model Bylaws [required][1]

BYLAWS
OF
[INSERT NAME OF 501C3 CORPORATION]

ARTICLE I
CORPORATION, OFFICES, RECORDS, SEAL

Section 1.1. The Corporation. _____ is a corporation that is organized under the Missouri Nonprofit Corporation Act.

Section 1.2. Principal Office. The principal office and location of this corporation shall be at such place in the State of Missouri as may be designated from time to time by the board of directors.

Section 1.3. Registered Office and Registered Agent. This corporation shall have and continuously maintain a registered office and registered agent in the State of Missouri. The location of the registered office and the name of the registered agent in the State of Missouri shall be as stated in the articles of incorporation or as may be determined from time to time by the board of directors pursuant to the applicable provisions of law.

Section 1.4. Records. This corporation shall keep as permanent records minutes of all meetings of its board of directors, a record of all actions taken by the directors without a meeting, and a record of all actions taken by committees of the board of directors. This corporation shall maintain appropriate accounting records.

[1] BG, App. A.

Without limiting the records required to be kept pursuant to Section 1.4, this corporation shall keep a copy of the following records at its principal office:

(a) Its articles or restated articles of incorporation and all amendments to them currently in effect;

(b) Its bylaws or restated bylaws and all amendments to them currently in effect;

(c) A list of the names and business or home addresses of its current directors and officers;

(d) Its most recent annual report delivered to the Missouri secretary of state as required by the Missouri Nonprofit Corporation Act; and

(e) Appropriate financial statements of all income and expenses.

Section 1.5. Seal. The board of directors may adopt, and may alter at its pleasure, a corporate seal, which would have inscribed thereon the name of this corporation and the words: Corporate Seal — Missouri. The corporate seal may be used by causing it, or a facsimile thereof to be impressed or affixed or to be in any other manner reproduced.

ARTICLE II
TYPE OF CORPORATION; PURPOSES

Section 2.1. Type of Corporation. This corporation is a public benefit corporation. Such designation is made solely for the purposes of Section 355.096.2(2) of the Missouri Nonprofit Corporation Act.

Section 2.2. Purposes Stated in Articles. The purposes of this corporation shall be those nonprofit purposes stated in the articles of incorporation.

ARTICLE III
DIRECTORS

Section 3.1. Directors in Lieu of Members. This corporation shall not have members as such but, in lieu thereof, shall have only a self-perpetuating board of directors.

Section 3.2. Powers. All corporate powers shall be exercised by or under the authority of, and the affairs of this corporation shall be managed under the direction of, the board of directors of this corporation. The board of directors shall have and is vested with all and unlimited powers and authorities, except as it may be expressly limited by law, the articles of incorporation or these bylaws, to supervise, control, direct and manage the property, affairs and activities of this corporation, to determine the policies of this corporation, to do or cause to be done any and all lawful things for and on behalf of this corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that (a) the board of directors shall not authorize

or permit this corporation to engage in any activity not permitted to be transacted by the articles of incorporation or by a corporation organized under the Missouri Nonprofit Corporation Act, (b) none of the powers of this corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of this corporation, and (c) all income and property of this corporation shall be applied exclusively for its nonprofit purposes.

This corporation shall not engage in any activity which may not be engaged in by a corporation which is exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal internal revenue laws then in effect.

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation. This corporation shall not directly or indirectly participate in, or intervene (including the publishing or distributing of statements) in, any political campaign on behalf of (or in opposition to) any candidate for public office.

No part of the net earnings or other assets of this corporation shall inure to the benefit of any director, officer, contributor, or other private individual, having, directly or indirectly, a personal or private interest in the activities of this corporation, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth in this Section 5.1.

The school's Board shall be the governing body charged with the responsibility for the operation of the public charter school. The most notable responsibilities shall be as follows:

- Create and support a clear mission, vision, and performance objectives;
- Review and maintain bylaws;
- Establish, interpret and enforce policies consistent with the mission;
- Ensure fiscal health of the school including capital assets, operating budgets, fundraising, and endowments;
- Adopt the annual financial budget;
- Approve monthly General Fund and other reports and approve expenditures as required by Board policy;
- Hire, support, manage, and assess the School Leader;
- Require reports of the School Leader concerning the school's progress;

- Evaluate itself annually and develop itself through orientation, ongoing education, and leadership succession planning;
- Establish strategic plans;
- Comply with Missouri's Sunshine Law by adopting a Sunshine Law policy as required by law and otherwise ensuring the board and school comply with the provisions of the Sunshine Law, Ch. 610, RSMo;
- Assure compliance with federal and state laws, regulations and rules;
- Assist in development of plans and specifications and provide financing for school facilities;
- Act as a final appeals board for personnel, parent, and student grievances;
- Hear communications, either written or oral, from stakeholders related to matters of policy;
- Act as charter school advocates and liaisons between the community and school;
- Meeting the terms of the charter and attaining established goals and objectives set forth in the charter document; and
- Meeting the legislative intent of raising student achievement and ensuring the school operates in a fiscally responsible manner evidenced by an unqualified audit annually.

Section 3.3. Number and Qualifications. There shall be _____ directors of this corporation [NOTE: Please fill in the number of directors. The corporation must have AT LEAST THREE]. All directors must be natural persons and residents of the State of Missouri. As specified by state law (§160.400.15 RSMo), no member of the board shall hold any other office or employment from the board while serving as a member of the board; no member of the board shall have any substantial interest (see §105.450 RSMo for a definition) in any entity employed by or contracting with the board; no member of the board shall be an employee of a company that provides substantial services to the charter school. Any person who does not meet the requirements of state law may not serve as a director.

Section 3.4. Nomination, Election and Terms of Office. Each director named in the articles of incorporation shall hold office until the second annual meeting of the board of directors. Directors shall be assigned to Class A, Class B, and Class C, and an effort shall be made to keep each class of directors approximately equal size. Each director shall hold office for a term of _____ years, except for the directors listed in the articles of incorporation:

a) Directors in Class A shall have their term expire in ____ and every ____ years thereafter;

b) Directors in Class B shall have their term expire in ____ and every ____ years thereafter; and

c) Directors in Class C shall have their term expire in ____ and every ____ years thereafter

Any member of the board of directors can nominate someone to join the board of directors. [schools may insert a different nomination process if preferred]

Any director may be elected for successive terms. Notwithstanding the foregoing, no director shall be elected as such director for more than ____ consecutive full terms. A full term for a director shall consist of __ full years. The election in respect of __ consecutive full terms shall not be deemed to include any term of less than one full year; provided, however, (a) that in the case of replacements to fill vacancies in the tenure of directors a period of nine months or more shall be computed as a full term of one year, and (b) that the term of a director elected at an annual meeting of the board of directors for a period expiring with the next following annual meeting of the members shall be treated as a full term of one year, notwithstanding any change or changes in the dates of the annual meeting in the years involved.

Section 3.5. Commencement of Term of Office. The term of office of a person elected a director shall not commence until the time the person accepts the office of director either by a written acceptance or by participating in the affairs of this corporation at a meeting of the board of directors or otherwise.

Section 3.6. Vacancies. Vacancies on the board of directors resulting from the death, resignation, removal, incapacity or disqualification of a director, or by reason of an increase in the number of directors or the failure of an elected director to accept the office of director, may be filled by a majority vote of the remaining members of the board of directors (even though the directors remaining in office constitute fewer than a quorum) at any annual meeting or at a special meeting called for that purpose. A director elected to fill a vacancy shall meet any qualifications set forth in these bylaws, and shall serve for the unexpired term of such director's predecessor and until the term of office of such director's successor has commenced.

All meetings conducted under this section shall comply with Missouri's Sunshine Law.

Section 3.7. Compensation. No director shall receive compensation from this corporation for any service such person may render to it as a director. However, a director may be reimbursed for such director's actual expenses reasonably incurred in attending meetings and in rendering service to this corporation in the administration of its affairs.

Section 3.8. Committees. The board of directors, by resolution adopted by a majority of the directors in office, may designate one or more committees, each of which shall consist of two or more directors and shall have and exercise the authority of the board in the management of this corporation to the extent provided in the designating resolution. Other committees not having the authority of the board of

directors in the management of this corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Each such committee shall have such duties and authority as are from time to time delegated to it by the board of directors.

Committees of the board of directors and members of such committees are governed by Article VI and Article X of these bylaws with respect to meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements; provided, however, that no committee shall be required to hold an annual meeting and provided, further, that a majority of the number of persons serving on a committee immediately before a meeting begins shall constitute a quorum for the transaction of business at such meeting of such committee.

All committees so appointed shall, unless otherwise provided by the board of directors in the case of committees not having the authority of the board of directors, keep regular minutes of the transactions of their meetings and shall cause such minutes to be recorded in books kept for that purpose in the office of this corporation and shall report the same to the board of directors at or prior to its next meeting. The secretary or an assistant secretary of this corporation may act as secretary of any such committee if the committee so requests.

A committee of the board may not:

(a) authorize distributions to directors, officers, agents or employees except in exchange for value received;

(b) approve or recommend dissolution, merger or the sale, pledge or transfer of all or substantially all of this corporation's assets;

(c) unless otherwise stated in these bylaws or the articles of incorporation, elect, appoint or remove directors or fill vacancies on the board or on any of its committees; or

(d) adopt, amend, or repeal the articles of incorporation or these bylaws.

Section 3.8. Resignation. Any director may resign from the board of directors by delivering a written notice thereof to the board of directors, its presiding officer, or to the president or secretary of this corporation. Such resignation shall be effective when such notice is delivered, unless a later date is specified in the notice.

Section 3.9. Removal. A director may be removed without cause by a vote of two-thirds of the directors then in office.

ARTICLE IV
MEETINGS OF THE BOARD OF DIRECTORS

Section 4.1. Annual Meetings of the Board-Notice. An annual meeting of the board of directors shall be held on the first business day of [insert month] each year, commencing in [year], if not a legal holiday, and if a legal holiday, then on the next business day following. Notice of an annual meeting shall be given and effective to each director not less than five days before the date of the annual meeting.

Section 4.2. Regular Meetings In addition to the annual meeting, the board of directors may hold regular meetings at such time and place as may be determined from time to time by resolution of the board. Any business may be transacted at a regular meeting.

All Regular meetings shall comply with Missouri's Sunshine Law.

Section 4.3. Special Meetings Special meetings of the board of directors may be called by the chairman of the board, by the president or by at least 20 percent of the directors to be held at any time and for any purpose or purposes. Special meetings shall be held at the principal office of this corporation or at such place or places, within the State of Missouri, as the board of directors shall have determined.

All special meetings shall comply with Missouri's Sunshine Law.

Section 4.4. Notice of Meetings

(a) Written notice of each meeting of the board, stating the place, day and hour of the meeting and the purpose or purposes thereof, shall be provided to each director by the officer or directors calling the special meeting and shall be given and effective at least two days before the day on which the meeting is to be held

(b) Whenever notice is required to be given to a director, such notice shall be mailed, sent by facsimile or personally delivered to such director. Such notice shall be deemed given and effective on the date determined in accordance with Article VIII of these bylaws.

"Notice" and "call" with respect to such meetings shall be deemed to be synonymous.

Section 4.5. Quorum. Unless otherwise required by law or provided elsewhere in these bylaws, the presence of two-thirds of the directors in office immediately before a meeting begins shall be requisite for and shall constitute a quorum for the transaction of business at all meetings; provided, however, that in no event shall fewer than two directors constitute a quorum. The act of a majority of the directors present at a meeting at which a quorum is present shall be valid as the act of the board of directors except in those specific instances in which a larger vote may be required by law, by the articles of incorporation or by these bylaws.

Section 4.6. Adjournment. If the quorum specified above should not be present at any such meeting, but at least one-third of the directors in office are present, the directors present shall have power successively to adjourn the meeting, and to act as a quorum for such limited purpose, without notice other than announcement at the meeting, to a specified date. At any such adjourned meeting at which a quorum shall

be present any business may be transacted that could have been transacted at the original session of the meeting.

Any meetings conducted under this section shall comply with Missouri's Sunshine Law.

Section 4.7. Voting. Each director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for decision.

Section 4.8. Meetings by Conference Telephone or Similar Communications Equipment. Members of the board of directors of this corporation may participate in a meeting of the board by conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting in such manner shall constitute presence in person at the meeting.

Any meeting conducted under this section shall comply with Missouri's Sunshine Law.

Section 4.9. Action Without a Meeting. Any action which is required to be or may be taken at a meeting of the directors may be taken without a meeting if one or more written consents describing the action so taken are signed by all members of the board. The consents shall have the same force and effect as a vote at a meeting duly held and may be described as such in any document. The secretary shall file such consents with the minutes of the meetings of the board of directors.

ARTICLE V
OFFICERS

Section 5.1. General. The officers of this corporation shall be a president, one or more vice presidents, a secretary, a treasurer, and such other officers as the board of directors may elect, including but not limited to a chairman of the board of directors, assistant secretaries and assistant treasurers. The chairman of the board, if any, and the president shall be elected from among the members of the board of directors and shall at all times while holding such office be a member of the board of directors. The same person may simultaneously hold more than one office in this corporation.

The officers shall be first elected by the board of directors named in the articles of incorporation at the first meeting of the board, to serve at the pleasure of the board until the first annual meeting of the board of directors or until their earlier death, incapacity, disqualification, resignation or removal. At the first and each subsequent annual meeting of the board of directors, the newly elected board shall elect officers to serve at the pleasure of the board until the next annual meeting of the board or until their earlier death, incapacity, disqualification, resignation or removal.

Each officer of this corporation who is not reelected at the annual meeting of the board next succeeding such officer's election and at which any officer of this corporation is elected shall be deemed to have been removed by the board, unless the board provides otherwise at the time of such officer's election.

The election of an officer does not itself create contract rights.

Section 5.2. Resignation. An officer may resign by delivering a written notice thereof to this corporation. Such resignation shall be effective when such notice is delivered, unless a future effective date is specified in the notice.

Section 5.3. Removal. Any officer or any employee or agent of this corporation may be removed or discharged for any lawful purpose by the board of directors at any time with or without cause, but such removal or discharge shall not affect the contract rights, if any, of the person so removed or discharged.

Section 5.4. Compensation. No officer who is also a member of the board of directors shall receive any salary or compensation for serving as a director. Salaries and compensation of all officers and of all other agents and employees of this corporation, if any, may be fixed, increased or decreased by the board of directors, but until action is taken with respect thereto by the board of directors, the same may be fixed, increased or decreased by the chairman of the board, president, or such other officer or officers as may be empowered by the board of directors to do so; provided, however, that no person may fix, increase or decrease such person's own salary or compensation. Each officer may be reimbursed for actual expenses if they are reasonable and incurred in connection with the business and activities of this corporation.

Section 5.5. Vacancies. Vacancies caused by the death, incapacity, disqualification, resignation or removal of an officer of this corporation shall be filled by the board of directors at any annual or other regular meeting or at any special meeting called for that purpose, and such person or persons so elected to fill any such vacancy shall serve at the pleasure of the board until the next annual meeting of the board or until such person's earlier death, incapacity, disqualification, resignation or removal.

Section 5.6. Delegation of Authority. The board of directors may from time to time delegate any of the functions, powers, duties and responsibilities of any officer to any other officer or to any agent or employee of this corporation or other responsible person. In the event of such delegation, the officer from whom any such function, power, duty or responsibility has been transferred shall thereafter be relieved of all responsibility for the proper performance or exercise thereof.

Section 5.7. The Chairman of the Board. If a chairman of the board be elected, the chairman shall preside at all meetings of the board of directors at which the chairman may be present and shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws. The board of directors may delegate such other authority and assign such additional duties to the chairman of the board, other than those conferred by law exclusively upon the president, as it may from time to time determine, and, to the extent permissible by law, the board may designate the chairman of the board as the chief executive officer of this corporation with all of the powers otherwise conferred upon the president of this corporation under Section 7.8, or it may, from time to time, divide the responsibilities, duties and authority for the general control and management of this corporation's properties and affairs between the chairman of the board and the president.

Section 5.8. The President. Unless the board otherwise provides, the president shall be the chief executive officer of this corporation and shall have such general executive powers and duties of supervision and management as are usually vested in the office of the chief executive officer of a corporation, and the president shall carry into effect all directions and resolutions of the board. In the absence of the chairman of the board or if there be no chairman of the board, the president shall preside at all meetings of the board of directors at which the president may be present. If the board of directors does not appoint an Executive Director pursuant to Article VIII of these bylaws or upon the death or during the absence, disability, or inability or refusal to act of any Executive Director so appointed, the president may exercise all of the powers and perform all of the duties of the Executive Director.

The president may execute all bonds, notes, debentures, mortgages, and other contracts requiring a seal, under the seal of this corporation, may cause the seal to be affixed thereto, and may execute all other contracts and instruments for and in the name of this corporation.

If a chairman of the board be elected and designated as the chief executive officer of this corporation, the president shall perform such duties as may be specifically delegated to the president by the board of directors or are conferred by law exclusively upon the president, and upon the death or during the absence, disability, or inability or refusal to act of the chairman of the board, the president shall perform the duties and exercise the powers of the chairman of the board.

Unless otherwise specifically provided by the board of directors, the president shall have the right to participate in any meeting of any committee of the board of directors, whether or not the president is a member of such committee; provided, however, that unless the board of directors otherwise directs, the president shall not be entitled to vote at, and shall not be counted for purposes of determining whether a quorum is present at, any meeting of a committee of which the president is not a member.

The president shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws or by the board of directors.

Section 5.9. The Vice President. The vice president, or vice presidents if there are more than one, shall work in cooperation with the president and shall perform such duties as the board of directors may assign. In the event of the death or during the absence, incapacity, or inability or refusal to act of the president, the vice president (in order of seniority if there is more than one vice president) shall be vested with all the powers and perform all the duties of the office of president until the board otherwise provides.

Section 5.10. The Secretary. The secretary shall attend the meetings of the board of directors and shall prepare or cause to be prepared minutes of all proceedings at such meetings and shall preserve them in the minute book of this corporation to be kept for that purpose. The secretary shall perform similar duties for any committee when requested by any such committee. In addition, the secretary shall have the following duties:

a) *act as custodian of all the books, papers and records of this corporation and authenticate records of this corporation;*

b) *furnish the board, upon request, a full, true and correct copy of any book, paper or record in the secretary's possession;*

c) *act as custodian of the seal of this corporation and when authorized to do so shall affix it to any instrument requiring the seal, and when so affixed, shall attest the seal;*

d) *give or cause to be given notice of the meetings of the board of directors, but this shall not lessen the authority of others to give such notice as provided in these bylaws;*

e) *exercise and discharge the general duties, powers and responsibilities of a secretary of a corporation; and*

f) *exercise and discharge such other or further duties or authority as may be prescribed elsewhere in these bylaws or from time to time by the board of directors.*

Section 5.11. The Treasurer. The treasurer shall have supervision and custody of all moneys, funds and credits of this corporation and shall cause to be kept full and accurate accounts of the receipts and disbursements of this corporation in books belonging to it. The treasurer shall keep or cause to be kept all other books of account and accounting records of this corporation as shall be necessary, and shall cause all moneys and credits to be deposited in the name and to the credit of this corporation in such accounts and depositories as may be designated by the board of directors. The treasurer shall disburse or permit the disbursement of funds of this corporation in accordance with the authority granted by the board of directors. The treasurer shall be relieved of all responsibility for any moneys or other valuable property or the disbursement thereof committed by the board of directors to the custody of any other person or corporation, or the supervision of which is delegated by the board to any other officer, agent or employee.
The treasurer shall render to the president, the Executive Director [or other school title] or the board of directors, whenever requested by any of them, a report on all financial transactions of this corporation and the financial condition of this corporation.

The treasurer shall be bonded at this corporation's expense if the board of directors so requires.

The treasurer shall have the general duties, powers and responsibilities of a treasurer of a corporation, shall be the chief financial and accounting officer of this corporation and shall have and perform such other duties, responsibilities and authorities as may be prescribed from time to time by the board of directors.

Section 5.12. Assistant Secretary and Assistant Treasurer. Each assistant secretary or assistant treasurer, if any, in order of their seniority, in the event of the death or

during the absence, incapacity, inability or refusal to act of the secretary or treasurer, respectively, shall perform the duties and exercise the powers of said respective officers until the board provides otherwise and shall perform such other duties as the directors may from time to time prescribe.

ARTICLE VI
EXECUTIVE DIRECTOR [or other school title]

The board of directors may appoint a person to exercise all of the powers and perform all of the duties set forth in this Article VIII and shall designate such person so appointed as the Executive Director. The Executive Director shall have such general powers and duties of supervision and management as are usually vested in the office of the chief administrative officer of a corporation. The Executive Director shall direct the day to day affairs of this corporation including supervising all employees of this corporation, reporting to the board of directors any violation of the rules and regulations (if any), collecting any charges or fees, and keeping records in the form prescribed from time to time by the board of directors and reporting thereon whenever so requested by the board of directors. The Executive Director shall be directly responsible to the board and shall report directly to the board.

The Executive Director shall cause to be prepared and shall submit to the board for its approval an annual budget and all supplements thereto for each fiscal year. The Executive Director shall submit to the board of directors at its annual meeting a report summarizing the operations and affairs of this corporation and its activities during the preceding year and setting forth the plans, programs or projects for future development, with such suggestions and recommendations as such officer shall deem appropriate. The Executive Director shall also make such reports to the board of directors as may be appropriate, or which may be required by these bylaws, or by the board.

The Executive Director shall have the power to employ, remove and suspend all agents and employees not elected or appointed by the board of directors, to determine the duties and responsibilities of such persons, to create such titles for such persons as such officer may deem desirable to enable them to execute their duties and responsibilities, and to fix and change the compensation of such persons.

The Executive Director (if not a director) may be invited to participate in any meeting of the board of directors and any committee thereof, whether or not a member thereof; provided, however, that the Executive Director shall not be entitled to vote at, and shall not be counted for purposes of determining whether a quorum is present at, any meeting of (i) the board of directors, if the Executive Director is not a director, or (ii) a committee, if the Executive Director is not a member of such committee.

The Executive Director shall be bonded at this corporation's expense if the board of directors so requires.

The Executive Director shall have such other or further duties and authority as may be prescribed elsewhere in these bylaws or the rules and regulations (if any) or from time to time by the board of directors.

In the event of the death or during the absence, incapacity, or inability or refusal to act of the Executive Director, the board of directors or president shall designate some other person to exercise, and in the absence of such designation the president may exercise, all of the powers and perform all of the duties of the Executive Director.

ARTICLE VII
GENERAL PROVISIONS

Section 7.1. Depositories and Checks. The moneys of this corporation shall be deposited in such manner as the directors shall direct in such banks or trust companies as the directors may designate and shall be drawn out by checks signed in such manner as may be provided by resolution adopted by the board of directors.

Section 7.2. Bonds. The Chief Financial Officer of this corporation shall be bonded at this corporation's expense. Any other officer or employee handling money of this corporation shall be bonded at this corporation's expense if the board of directors so requires.

Section 7.3. Custodian of Securities. The board of directors may from time to time appoint one or more banks or trust companies to act for reasonable compensation as custodian of all securities and other valuables owned by this corporation, and to exercise in respect thereof such powers as may be conferred by resolution of the board of directors. The board of directors may remove any such custodian at any time.

Section 7.4. Annual Audit. The board of directors shall direct an annual audit of the books of account and financial records of this corporation be performed by an independent accounting firm.

Section 7.5. Liability and Indemnification of Directors and Officers.

(a) Limitation of Liability. No person shall be liable to this corporation for any loss, damage, liability, or expense suffered by it on account of any action taken or omitted to be taken by such person as a director, officer, employee, or agent of this corporation or of any Other Enterprise in which such person serves as a director, officer, employee, or agent at the request of this corporation, if such person (i) exercised the same degree of care and skill as a prudent person would have exercised under the circumstances in the conduct of such person's own affairs, or (ii) took or omitted to take such action in reliance upon information, opinions, reports, or statements including financial statements and other financial data, prepared or presented by third parties whom the director, officer, employee or agent reasonably believes to be reliable and competent in the matters presented.

(b) Indemnification, Generally. In addition to and without limiting the rights to indemnification and advancement of expenses specifically provided for in the other paragraphs of this Section 7.5, this corporation shall indemnify and advance expenses to each person who is or was serving as a director or officer of this corporation or serving at this corporation's request as a director, officer, employee

or agent to the full extent permitted by the laws of the State of Missouri as in effect on the date of the effectiveness of this Section 7.5 and as may hereafter be amended.

(c) Right to Indemnification. This corporation shall indemnify each person who has been or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate (regardless of whether such action, suit or proceeding is by or in the right of this corporation or by third parties) by reason of the fact that such person is or was serving as a director or officer of this corporation or serving at this corporation's request as a director, officer, employee or agent in an Indemnifiable Capacity against all liabilities and expenses, including, without limitation, judgments, amounts paid in settlement, attorneys' fees, ERISA excise taxes or penalties, fines and other expenses, actually and reasonably incurred by such person in connection with such action, suit or proceeding (including without limitation the investigation, defense, settlement or appeal of such action, suit or proceeding); provided, however, that this corporation shall not be required to indemnify or advance expenses to any person from or on account of such person's conduct which was finally adjudged to have been knowingly fraudulent, deliberately dishonest or willful misconduct; provided, further, that this corporation shall not be required to indemnify or advance expenses to any person in connection with an action, suit or proceeding initiated by such person unless the initiation of such action, suit or proceeding was authorized in advance by the board of directors of this corporation. The termination of any action, suit or proceeding by judgment, order, settlement, conviction or under a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that such person's conduct was finally adjudged to have been knowingly fraudulent, deliberately dishonest or willful misconduct.

(d) Determination of Right to Indemnification. Prior to indemnifying a person pursuant to the provisions of this Section 7.5, unless ordered by a court and except as otherwise provided by this Section 7.5, this corporation shall determine that such indemnification is proper because such person has met the specified standard of conduct entitling such person to indemnification as set forth in this Section 7.5. Any determination that a person shall or shall not be indemnified under the provisions of this Section 7.5 shall be made (i) by the board of directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding, or (ii) if such quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, and such determination shall be final and binding upon this corporation; provided, however, that in the event such determination is adverse to the person to be indemnified hereunder, such person shall have the right to maintain an action in any court of competent jurisdiction against this corporation to determine whether or not such person has met the requisite standard of conduct and is entitled to such indemnification hereunder. For the purposes of such court action, an adverse determination as to the eligibility of a person for indemnification made pursuant to any of clauses (i), (ii) or (iii) of this paragraph (d) shall not constitute a defense to such action nor create a presumption regarding such person's eligibility for indemnification hereunder. If such court action is successful and the person is determined to be entitled to such indemnification, such person shall be reimbursed

by this corporation for all fees and expenses (including attorneys' fees) actually and reasonably incurred in connection with any such action (including without limitation the investigation, defense, settlement or appeal of such action).

(e) Advancement of Expenses. Expenses (including attorneys' fees) actually and reasonably incurred by a person who may be entitled to indemnification hereunder in defending an action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate, shall be paid by this corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount unless it shall ultimately be determined that such person is entitled to indemnification by this corporation. Notwithstanding the foregoing, no advance shall be made by this corporation if a determination is reasonably and promptly made by (i) the board of directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding for which the advancement is requested, or (ii) if a quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, that, based upon the facts known to the board or counsel of this corporation at the time such determination is made, such person acted in bad faith and in a manner that such person did not believe to be in or not opposed to the best interest of this corporation, or, with respect to any criminal proceeding, that such person believed or had reasonable cause to believe such person's conduct was unlawful. In no event shall any advance be made in instances where the board or independent legal counsel reasonably determines that such person deliberately breached such person's duty to this corporation.

(f) Non Exclusivity. The indemnification and, to the extent permitted by the laws of the State of Missouri, the advancement of expenses provided by Section 7.5 shall not be exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under section 537.117, RSMo, under any other provision of law, under the articles of incorporation or these bylaws or under any agreement, or vote of disinterested directors, policy of insurance or otherwise, both as to action in their official capacity and as to action in another capacity while holding their respective offices, and shall not limit in any way any right which this corporation may have to make additional indemnifications with respect to the same or different persons or classes of persons. The indemnification and advancement of expenses provided by, or granted pursuant to Section 7.5 shall continue as to a person who has ceased to serve in an Indemnifiable Capacity and shall inure to the benefit of the heirs, executors, administrators and estate of such a person.

(g) Insurance. This corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, agent or employee of this corporation, or is or was serving at the request of this corporation as a director, officer, agent or employee of any Other Enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not this corporation would have the power to indemnify such person against such liability under the provisions of this Section 7.5.

(h) Vesting of Rights. The rights granted or created hereby shall be vested in each person entitled to indemnification hereunder as a bargained for, contractual

condition of such person's serving or having served in an Indemnifiable Capacity and while Section 7.5 may be amended or repealed, no such amendment or repeal shall release, terminate or adversely affect the rights of such person this section with respect to any act taken or the failure to take any act by such person prior to such amendment or repeal or with respect to any action, suit or proceeding with respect to such act or failure to act filed before or after such amendment or repeal.

(i) Definition of "this corporation". For purposes of this Section 7.5, other than paragraph (c) of Section 7.5, references to "this corporation" shall, if and only if the board of directors shall determine, include, in addition to the resulting or surviving corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger, which, if its separate existence had continued, would have had power and authority to indemnify its directors or officers or persons serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, so that any person who is or was a director or officer of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, shall stand in the same position under the provisions of this Section 7.5 with respect to the resulting or surviving corporation as such person would have with respect to such constituent corporation if its separate existence had continued.

(j) Certain Definitions. For purposes of this Section 7.5:

(i) References to serving in an "Indemnifiable Capacity" shall mean service by a person as a director or officer of this corporation or service by a person at this corporation's request as a director, officer, employee or agent of any Other Enterprise (as hereinafter defined);

(ii) References to "Other Enterprises" or "Other Enterprise" shall include without limitation any other corporation, partnership, limited liability company, joint venture, trust or employee benefit plan;

(iii) References to "fines" shall include any excise taxes assessed on a person with respect to an employee benefit plan;

(iv) References to "defense" shall include investigations of any threatened, pending or completed action, suit or proceeding as well as appeals thereof and shall also include any defensive assertion of a cross claim or counterclaim;

(v) References to "serving at the request of this corporation" shall include any service as a director, officer, employee, or agent of a corporation which imposes duties on, or involves services by, such director, officer, employee, or agent with respect to an employee benefit plan, its participants, or beneficiaries;

(vi) A person who acted in good faith and in a manner such person reasonably believed to be in the interest of the participants and beneficiaries of an employee benefit plan shall be deemed to have acted in a manner "not opposed to the best interests of this corporation";

(vii) Unless the board of directors of this corporation shall determine otherwise, any director or officer of this corporation who shall serve as a director, officer, employee, or agent of any Other Enterprise of which this corporation, directly or indirectly, is a shareholder or creditor, or in which this corporation is in any way interested, shall be presumed to be serving as such director, officer, employee, or agent at the request of this corporation; and

(viii) In all other instances where any person shall serve as a director, officer, employee, or agent of any Other Enterprise, if it is not otherwise established that such person is or was serving as such director, officer, employee, or agent at the request of this corporation, the board of directors of this corporation shall determine whether such person is or was serving at the request of this corporation, and it shall not be necessary to show any actual or prior request for such service, which determination shall be final and binding on this corporation and the person seeking indemnification.

(k) Severability. If any provision of this Section 7.5 or the application of any such provision to any person or circumstance is held invalid, illegal or unenforceable for any reason whatsoever, the remaining provisions of this Section and the application of such provision to other persons or circumstances shall not be affected thereby and to the fullest extent possible the court finding such provision invalid, illegal or unenforceable shall modify and construe the provision so as to render it valid and enforceable as against all persons or entities and to give the maximum possible protection to persons subject to indemnification hereby within the bounds of validity, legality, and enforceability. Without limiting the generality of the foregoing, if any person who is or was serving in an Indemnifiable Capacity is entitled under any provision of this Section 7.5 to indemnification by this corporation for some or a portion of the judgments, amounts paid in settlement, attorneys' fees, ERISA excise taxes or penalties, fines or other expenses actually and reasonably incurred by any such person in connection with any threatened, pending or completed action, suit or proceeding (including without limitation, the investigation, defense, settlement or appeal of such action, suit or proceeding), whether civil, criminal, administrative, investigative or appellate, but not, however, for all of the total amount thereof, this corporation shall nevertheless indemnify such person for the portion thereof to which such person is entitled.

ARTICLE VIII
NOTICE

Any notice required or desired to be given under these bylaws or otherwise to any director shall be given in writing and shall be deemed given and effective at the earliest of the following:

(a) when received by the director being notified;

(b) five days after deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first class postage affixed;

(c) on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; and

(d) 30 days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with other than first class, registered or certified postage affixed.

Written notice is correctly addressed to a director if addressed to the director's address shown on this corporation's current records.

ARTICLE IX
FISCAL YEAR

The fiscal year of this corporation shall be July 1 through June 30.

ARTICLE X
AMENDMENTS

Except as otherwise specifically provided in these bylaws, the bylaws of this corporation may be amended or new bylaws adopted upon the approval of a majority of all directors in office. If an amendment is to be approved at a meeting of the board of directors, 30 days' notice of the meeting must be given by the chairman of the board, the president, or at least 20 percent of the directors then in office. The notice must state that the purpose of the meeting is to consider a proposed amendment to the bylaws and contain or be accompanied by a copy or summary of the amendment. This corporation shall keep at its principal office a copy of the bylaws, as amended, which shall be open to inspection by any board member at all reasonable times during office hours.

All amendments shall comply with Article XI of this bylaws and any state and federal statutes and regulations governing charter public schools in Missouri.

ARTICLE XI
OPEN MEETINGS AND RECORDS

Notwithstanding any other provision of these bylaws, the board of directors shall comply with the requirements in Chapter 610, RSMo, when conducting public business. To the extent that any provisions in these bylaws do not comply with Missouri's Sunshine Law, the Sunshine Law shall control.

The board of directors shall ensure that the charter school operates in compliance with Chapter 610, RSMo.

Section 610.028, RSMo, requires that a body subject to the law adopt a reasonable written policy in compliance with sections 610.010 to 610.030, RSMo. The board shall adopt an initial Sunshine Law Policy as required by law, and thereafter, the Executive Director [or other school title] is delegated the authority to make modifications to the policy, or to adopt more detailed policies, with notice to the

board of directors. The Executive Director [or other school title] shall, at least annually, review the policy or policies to ensure continued compliance with the Missouri Sunshine Law, due to possible legislative changes or court decisions.

The board of directors shall review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

The Executive Director and any persons designated to handle public records requests shall also review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

[Signature Page Follows]

CERTIFICATE

The foregoing bylaws were duly adopted as and for the bylaws of _____ by the board of directors of this corporation.

_____
Name:_____

_____
Name:_____

_____
Name:_____

Model Board Resolution Adopting Policy[2]

WHEREAS, on _____ (insert date) the Board of _____ (insert name of school) ("Board") met at a publicly called meeting held in accordance with the Board's bylaws; and

WHEREAS, in accordance with the Board's bylaws, a quorum was present during the meeting held on _____ (insert date); and

WHEREAS, on _____(insert date) the Board voted to adopt the policy titled "____" (insert title), a copy of which is attached hereto and incorporated herein by reference.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF _____(insert school) that the policy "_____" (insert title) is hereby adopted as a Board policy of the _____ (insert school).

THIS RESOLUTION IS HEREBY ADOPTED THIS _____DAY OF _____ (insert month), 20___.

[2] BF, App. A.

_____

Board Chair

Conflict of Interest Model Policy [required][3]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

Article I- Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's ("Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. As a charter school, certain special state conflicts of interest policies apply as discussed herein.

Article II- Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

[3] BF, App. H. & BG, App. C.

Article III- Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Under Missouri law, the following are conflicts of interest. The board has no discretion on whether these items present a conflict of interest. No person shall be appointed to the board unless they meet the following requirements. Any board member who is in violation of any of these requirements is ineligible to serve and shall immediately forfeit their office:

a. No member of the board shall hold any other office or employment from the board while serving as a member of the board.

b. No member of the board shall have any substantial interest (see §105.450, RSMo) in any entity employed by or contracting with the board.

c. No member of the board shall be an employee of a company that provides substantial services to the charter school.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV- Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V- Annual Statements

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VI-Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII- Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Model Conflicts of Interest Questionnaire[4]

This questionnaire has been prepared in accordance with _____'s(insert school) Policy Statement on Conflicts of Interest, and is to be completed by _____'s (insert school) Board Members and any Key Personnel of _____(insert school) as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will disclose it immediately to the board chair and refrain from participating, discussing and/or voting on that issue.

Please read the statements below and provide your response, including explanations, where applicable. Please date, sign, and return to this form to the board chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

( ) No area of potential or actual conflicts of interest.

( ) No area of potential or actual conflicts of interest except as follows:

_____
_____
_____
_____

Signed:

_____

_____
(Print or type title)

Date: _____

[4] BF, App. I.

Personal Financial Disclosure [required]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

Each Board Member shall complete a personal financial disclosure form and submit such form to the Missouri Ethics Commission in compliance with all requirements in Chapter 105 and any Missouri Ethics Commission regulations and guidance.

Sunshine Law Model Policy [required][5]

RESOLUTION

WHEREAS, Section 610.023.1, RSMo, provides that a public governmental body must appoint a custodian to maintain that body's records and the identity and location of the custodian is to be made available upon request; and

WHEREAS, Section 610.026, RSMo, sets forth that a public governmental body shall provide access to and, upon request, furnish copies of public records; and

WHEREAS, Section 610.028.2, RSMo, provides that a public governmental body shall provide a reasonable written policy in compliance with sections 610.010 to 610.035, RSMo, commonly referred to as the Sunshine Law, regarding the release of information on any meeting, record or vote.

NOW, THEREFORE, BE IT RESOLVED:

1. That (insert title of custodian) be and hereby is appointed custodian of the records of (insert name of public governmental body) and that such custodian is located at (insert specific location, including room, street, address, city and state).

2. That said custodian shall respond to all requests for access to or copies of a public record within the time period provided by statute except in those circumstances authorized by statute.

3. That the fees to be charged for access to or furnishing copies of records shall be as hereinafter provided: (Insert fee schedule. **Note:** Fees may not exceed 10 cents per page for paper copies 9 by 14 or smaller, plus an hourly fee for duplicating time not to exceed the average hourly rate of pay for clerical staff of the public governmental body. Research time may be billed at actual cost, except that attorney time may not be billed as research time.)

4. That it is the policy of (insert name of public governmental body) that meetings, records, votes, actions, and deliberations of this body shall be open to the public unless otherwise provided by law.

5. That (insert name of public governmental body) hereby closes all public records to the extent authorized by law.

6. That (insert name of governmental body) shall comply with sections 610.010 to 610.035, RSMo, the Sunshine Law, as now existing or hereafter amended.

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[5] BG, App. C.

Board Meeting Agenda Model Policy[6]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.
SECTION 1. Development of Agendas

SECTION 1.1. Agendas shall be developed by the Board Chair, in consultation with the [School Leader or other title] and the Executive Committee.

SECTION 2. Agenda Format

SECTION 2.1. The agenda shall contain the following, as appropriate:

a) Call to order

b) Reading and acceptance of minutes from last meeting

c) Committee reports

d) Special orders (important business designation for consideration at this meeting)

e) Unfinished business

f) New business

g) Announcements

h) Open floor (optional)

i) Adjournment

Note: If any agenda item needs to be considered in a closed session, that fact must be noted, with a reference to the statutory basis for closing that portion of the meeting and a general description (E.g., Closed session to discuss matters regarding individually identifiable personnel pursuant to § 610.021(3) and (13), RSMo.)

SECTION 2.2. The agenda shall include at the top: (1) the name of the board, (2) the location of the meeting and (3) the date and start time of the meeting. The Agenda shall be posted to the public at the school offices and at the location of the meeting at least 24 hours before the time specified for the meeting. If the meeting will be conducted by telephone or other electronic means, the location where the public may observe and attend the meeting or directions to access the meeting electronically must be provided.

[6] BG, App. D.

Model Motion to Enter into Closed Session[7]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

The following motion should be used to enter into a closed session of the Board:

> "I move that this meeting be closed, and that all records and votes, to the extent permitted by law, pertaining to and/or resulting from this closed meeting be closed under Section 610.021, subsection(s) ___, RSMo, for the purpose of (insert the language of the provision(s) cited)."[8]

There must be a roll call vote to go into closed session or meeting and the roll call vote and the basis for going into closed session must be included in the open meeting minutes.

[7] BG, App. E.

[8] The Board should only cite those subsections that are applicable to the material it intends to close (not a standard list of several subsections).

Board Member Orientation Model Policy[9]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Board Member Orientation

SECTION 1.1. Within 60 days, new members to school's board shall participate in a formal training session provided by an agency qualified to provide training specific to charter schools and non-profit governance. At a minimum, this training shall include:

- Fiduciary Responsibilities of Boards
- Roles and Responsibilities
- Board Accountability
- Conflict of Interest
- Open Meetings and Open Records
- Best Practices in Charter School Governance

SECTION 1.2. Periodically or as required by law, the entire school board shall participate in a review of the topics covered in the orientation and specific topics relevant to efficient and effective board governance.

SECTION 2. Board Member Orientation Manual

SECTION 2.1. Each new board member shall receive a board orientation manual consisting, at a minimum, of the information listed below. Board manuals shall be periodically updated.

- Board By-laws
- Board Policies
- Code of Ethics for Board Members
- Conflict-of-Interest Policy
- Organization Chart
- Rules and Responsibilities of the Board
- Job Description of Officers and Other Members
- Committees
- Board Members, Biographies, and Contact Information
- Strategic Plan

[9] BG, App. F.

- Charter Document including Performance Goals and Objectives
- Board Calendar
- Financials
- Fundraising Plan

Board Member Development Opportunities[10]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

The _____ (school)'s Board is committed to continuous professional growth and development of its board members. Board member professional development is essential to effectuate good governance practices leading to high student achievement outcomes and strong stewardship of public funds.

SECTION 1. Board Development Requirements

SECTION 1.1. Each board member shall attend at least [1 day/___ hours] of professional training annually. The school may require evidence of participation or certificates of completion to demonstrate the requirement has been satisfied.

SECTION 2. Scope of Activities

SECTION 2.1. The following categories of activities shall count toward the requirements in Section 1:

- Participation in conferences, workshops, and conventions held by state and national associations supporting charter schools, non-profits, or other related organizations.
- Authorizer-sponsored training sessions provided for or required for board members
- Subscriptions to publications related to topics relevant to governance, charter schools, school reform, or other related topics.
- Speakers addressing topics of interest to the board.

SECTION 3. Appropriation of Funds

SECTION 3.1. The Board shall appropriate adequate funds in the school's annual approved budget to support and promote professional development opportunities for each of its board members and to satisfy the provisions of this policy.

[10] BG, App. G.

Board Conduct Model Policy[11]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Board Authority Over Individual Authority

SECTION 1.1. Authority of the board rests only with the board as a whole and not with any individual board member unless expressly provided for in the board's by-laws and/or through board resolution. As such, each member shall act accordingly.

SECTION 1.2. The board vests authority for management of the school in the [School Leader/other title/management organization] and in good faith, shall not undermine the authority of the [School Leader/other title/management organization] or intrude into responsibilities that appropriately belong in the scope of management, including, but not limited to such functions as hiring, transferring, or dismissing employees.

SECTION 1.3. The board shall make reasonable efforts to keep the [School Leader/other title/management organization] informed of concerns or specific recommendations that any member of the board may bring forth to the board as a whole or a committee of the board.

SECTION. 1.4. The board shall honor the established protocols and policies related to student, parent, or staff grievances.

SECTION 2. Duties and Responsibilities

SECTION 2.1. Board members agree to communicate on board related correspondence in a timely manner. For the purposes of this policy, "timely manner" is defined as no more than 24 hours.

SECTION 2.2. Board members shall reflect through their actions that their first concern is for the welfare of the students served by the school.

SECTION 2.3. Each member shall work diligently to uphold the mission of the school, to be an ambassador in the community for the school, and support the appropriate and efficient use of resources, including financial and human capital.

SECTION 2.4. Each board member shall uphold and enforce laws, rules, regulations, and other mandates pertaining to public charter schools.

SECTION 3. Accountability to Stakeholders and Community Relations

[11] BG, App. H.

SECTION 3.1. Board members shall at all times maintain transparency in matters protected by law and shall endeavor to provide information in a timely, concise, and relevant manner to all stakeholders.

SECTION 3.2. Each board member shall be a positive ambassador for the school in the community and shall seek partnerships that enhance the school's programs, services, and resources.

SECTION 3.3. Board members shall regularly and systematically communicate information to stakeholders including, but not limited to academic achievement and fiscal health of the school.

SECTION 3.4. Board members shall, in a timely manner, communicate to the board or the [principal/other title/management organization] expressions of public reaction to board policies and school programs.

SECTION 4. Policy Development

SECTION 4.1. Board members shall regularly review and revise policies that improve the programs, services, safety, and practices of the school.

SECTION 4.2. Each board member shall make policy related decisions only after full discussion at publicly held board meetings following an established policy or procedure formally adopted by the board.

SECTION 5. Board Meetings

SECTION 5.1. To ensure proper execution of duties and active engagement in the work of the board, board members shall attend no less than [75%] all board meetings and functions sponsored by the board.

SECTION 5.2. To ensure proper execution of duties and active engagement in the work of the board, board members shall attend all meetings fully prepared to actively discuss and deliberate on matters requiring board attention or resolution. This extends to fully reviewing all documentation provided in advance of board meetings including meeting agendas, minutes, and attached documentations supporting board discussion or action.

SECTION 5.3. Board members shall work in a spirit of harmony and cooperation in spite of differences of opinion or philosophy that may arise during discussion and resolution of issues.

SECTION 5.4. Each member shall comply with the provisions of the Sunshine Law related to participating in executive/closed sessions.

SECTION 5.5. Board members shall maintain confidentiality of all discussions and other matters pertaining to board business during executive sessions of the board or related to matters or information protected by law.

SECTION 5.6. Each member shall in good faith make decisions to further the greater good as opposed to any particular segment or group.

SECTION 5.7. Each board member shall engage fully in discussion prior to casting a board vote and shall vote only on matters where the member has full understanding and adequate and appropriate information to make an informed decision.

SECTION 5.8. After casting a vote on any issue, each member agrees to abide by and support all majority decisions of the board.

SECTION 6. Personnel

Section 6.1. Board members shall only consider employment of personnel after receiving and fully considering the recommendation of the [School Leader/other title/management organization.]

SECTION 6.2. Consideration for employment of the [School Leader/other title/management organization] shall be made based on the needs and interests of the school. Decisions shall be made based on qualifications, experience, philosophy, verifiable performance, and fiscal feasibility related to compensation. All hiring decisions shall be made in accordance with the Equal Opportunity Employment Act and any policies of the board and shall not be made based upon race, gender or national origin or other factors prohibited by law.

SECTION 6.3. Board members shall ensure regular and impartial evaluations of all staff and the appropriate supervisor or supervising body shall provide timely, written feedback related to formal evaluations.

SECTION 7. Financial Governance

SECTION 7.1. Board members shall refrain from and guard against use of any board member for personal or partisan gain or to benefit any person or entity over the interest of the school. Such gain refers to more than nominal or incidental amounts which would tend to impair or hinder independent judgment or action in the performance of official duties.

SECTION 7.2. Each board member shall be provided and regularly review financial information to ensure proper stewardship of public funds related to appropriate, efficient, and responsible use. In addition, each member shall carefully protect and monitor the fiscal health of the school and support actions that ensure sustainability of the school.

SECTION 8. Board Member Conduct

SECTION 8.1. Each board member shall conduct him or herself publicly in a manner befitting a public official and shall remember that personal actions and behavior reflect upon the school.

SECTION 8.2. Members shall communicate with fellow board members, staff, parents, and community members in a respectful, professional manner at all times.

SECTION 8.3. Each member shall refrain from any private action that would compromise the integrity, honor, function, or reputation of the board or the school.

SECTION 8.4. Every member of the board shall annually file a written statement acknowledging that he or she is in compliance with this Code of Ethics and supports the responsibilities of board service.

Governing Board Records Model Policy[12]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Custody of Records

SECTION 1.1. All official records of the Governing Board shall be kept and safeguarded by the [custodian of records] who shall also be responsible for the safekeeping of all official papers, including titles, contracts, obligations, and other documents which belong to the Board or pertain to its business.

SECTION 2. Inspection of Records

SECTION 2.1. Governing Board records such as official minutes of the Board, written policies, and financial records shall be open for the inspection of any member of the community desiring to examine them during school hours.

SECTION 2.2. Records pertaining to individual students or staff members shall not be released for inspection by the public or any unauthorized persons, either by the [custodian of records or School Leader] or other persons responsible for the custody of confidential files.

SECTION 3. Records Retention

SECTION 3.1. The Governing Board shall follow the school's records retention schedule, which is compliant with state records retention mandates.

Nepotism Model Policy[required]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

[12] BG, App. I.

Board members shall not debate or vote upon the employment of any person to whom they are related within the fourth degree of consanguinity or affinity. Provided the Board member does not debate or vote upon the employment, the Board may vote to employ a person related to a Board member.

Prohibited Expenditures Model Policy [required]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

Section 1. No officer, employee, or agent of _____ (school) may use public funds to advocate, support, or oppose the passage or defat of any ballot measure or the nomination or election of any candidate for public office.

Section 2. No officer, employee, or agent of _____(school) may direct public funds to any committee supporting or opposing a ballot measure or candidate.

Section 3. No officer, employee, or agent of _____(school) may use public funds to pay any debts or obligations of any committee supporting or opposing a ballot measure or candidate.

SECTION 2: BOARD FINANCE

Business Plan and Budget Process[13]

A. Business Plan

A business plan is the first step to outlining the financial goals for the school's operating board and will shape the budget process for the school. While the business plan should be developed by the founding board and proposed school management, input should be obtained from external stakeholders such as parents, community leaders, and potential staff.

The business plan should include the following:

1. **Description of the school (mission statement, instructional focus and goals and governance structure).** The governance section is particularly important, as it provides information regarding the school's governing board structure, bylaws, articles of incorporation, and whether or not the school will utilize the services of an education management organization ("EMO").

2. **Market analysis supporting how the charter school would be fulfilling a need within the community**. The charter school must engage in ample research of how the schools in the local system are serving the community, how the charter school intends to recruit students from other schools within the district, how many students must attend the school in order to maintain financial feasibility etc. This section should also include the school's marketing plan for reaching out to potential students.

3. **Management plan summarizing how the school will be managed on a day to day basis**. If school management has been identified, this section should explain each position's role and responsibilities and a proposed organizational chart. If school management has not yet been identified, the business plan should include a recruiting plan, job descriptions for each position and an estimated time for finalizing the hiring process. The management plan should provide brief descriptions of employment practices such as hiring and firing employees, performance evaluations, salary decisions, and staff training.

   If the school will be using the services of an EMO, the management plan section of the business plan should define the general terms and conditions of the arrangement and outline the necessary parameters around the roles and responsibilities of the governing board and the EMO. In addition, if the school will be contracting out any other services (accounting, custodial, food services), those contracts should be described in this section.

[13] BF, 1.

This section should also begin to address the financial management plan and the plan for hiring a Business Manager (if one has not already been identified). This section should begin to analyze the sources of funding that will be available to the school (local funding, state funding, federal funding, funds derived from grants, donations or private loans) and develop a plan and a timeline for obtaining those funds.

4. **Operations plan describing the day to day operations of the school**. This section will discuss what grade levels the school will serve, curriculum and instructional focus, class schedules, transportation to and from school, plans for safety and security, etc. This section should also discuss the plans for obtaining a facility, if one has not already been obtained.

5. **The financial plan with the annual operating budget, cash flow proforma and the cash flow projections for the first years of operation.** The budget process is discussed in detail below.

A. Budget

The goal of a sound budgeting process will result in not only annual budget documents but also written policies and procedures detailing a system of proper internal controls to ensure fiscal responsibility. It is imperative that charter school leaders hire an accountant or other qualified financial professional to develop the school's business plan and oversee the budget process.

1. Annual Operating Budget

An operating budget is a dollar amount established as an estimate of expenditures and how they will be financed. While this policy manual is not intended to extensively detail the education funding formula in Missouri, a charter school's main source of income will be the per-pupil payments it receives from the state. Since state and local funding is initially determined pursuant to projected enrollment numbers for the charter school, it is important that charter school leaders conduct market research in order to determine reasonably accurate projected enrollment figures. Charter school leaders should analyze how the community's education demands are currently being met in order to determine potential demand for the school. Charter school leaders are encouraged to talk to other charter school operators in order to determine what their year to year rate growth rate has been and whether or not their projected enrollment figures support the growth rate. Since overestimating student enrollment can have significant budget impacts for the charter school, it is recommended that student enrollment projections err on the conservative side. It is also recommended that charter schools periodically conduct an environmental scan to determine if demographics are changing in the community or in the local schools, since these factors can impact both

enrollment projections and programs that impact funding.

It is critical that charter schools follow the States accounting codes. MCPSA recommends charter schools utilize the state's MO Financial Accounting Manual. The Manual can be found at:

https://dese.mo.gov/financial-admin-services/school-finance/accounting-manual

An overview of the state's accounting code structure can be found at:

http://dese.mo.gov/sites/default/files/sf-CAccountingCodeOverview.pdf

Creating a budget document that is aligned with the state's accounting codes makes creating financial reports and reporting to stakeholders easier and more consistent with public school financial processes in Missouri. It also will support the audit process.

The budget document itself shows revenues by source (e.g., state funding, federal funding, grants, fees, etc.) and expenditure by object (e.g., salaries, benefits, rent, materials, books, services, professional training, utilities, insurance, etc.) for the first through fifth year of operations.

2. Monthly Cash Flow Statements

The cash flow statement will show the cash generated and collected by school operations as well as the school's expenditures. While the cash flow statement is based upon the annual operating budget, it disaggregates the data into monthly columns resulting in either a surplus or a deficit. Cash flow statements are important tools to assist new and operational boards in planning for cash shortfalls and excesses, and thus should be reviewed regularly

The annual operating budget must be adopted by the governing board and may require approval by the charter school's authorizers before the expenditure of funds. The adoption of the budget and any amendments must be recorded in the minutes of the board meeting. It is critical that accurate records of budget adoption and amendments are kept, as these are often reviewed by auditors during the annual audit process.

System of Fiscal Controls[14]

Charter schools must have the proper procedures in place to ensure that the board is complying with its fiscal responsibilities.

A. Bank Accounts and Procedures

The charter school's board should designate a bank (or insured Federal savings and loan association) to be used for deposits, checking accounts and other banking needs. A charter school may only use a bank or other institution that maintains accounts that are 100% secured pursuant to Section 110.010, RSMo. It is a recommended practice for charter schools to issue a request for proposal for banking services in order to select the school's financial institution. Once selected, the board should adopt a resolution designating the financial institution as the charter school's bank prior to engaging in financial transactions.

B. System of Internal Controls

The development of a system of internal controls is of utmost importance to the school's financial stability. Internal controls are necessary in order to protect the school from unauthorized access and use of records and funds. In order to determine what internal controls are necessary, it is a recommended practice for schools to engage in a risk assessment in order to identify areas where a control would minimize a certain risk. Furthermore, it is recommended that the advice of a financial professional experienced in auditing procedures and processes be consulted to best establish a system of internal controls.

The following are examples of when risk might be introduced into the organization:

- Changes in the unit's operating environment;
- New personnel;
- New or revised information systems;
- Rapid growth;
- New departments or activities; or
- Restructuring or reorganization resulting in staff reductions, changes in supervisor, or segregation of duties.

Once the areas of potential exposure are identified, governing boards must determine if a policy is the best method to minimize the risk, or whether a control or some other system of checks and balances is appropriate, or both.

[14] BF, 5.

While there are certainly no absolutes, a governing board will minimize its risks when there are strong policies in place and the board closely monitors whether or not those policies are implemented properly by administration or designated staff. Any deviations from standard practice or policy should be documented immediately, and the policy itself should be re-examined to determine if updating or changing the policy is necessary.

Audit and Annual Report Preparation[15]

Charter schools must have an annual financial audit conducted each fiscal year by an independent Missouri licensed certified public accountant. The financial reporting format must be in conformity with generally accepted accounting principles. The audited financial statements are to be included in the annual report submitted to the Sponsor, the State Board of Education, and parents of students attending the school.

Schools that constitute their own LEA do not have the access to utilize the financial systems that are in place in a LEA and therefore have the additional responsibility of ensuring that the policies and procedures are in place to set up all necessary financial systems. In addition to the policies and procedures contained in this manual, these schools will also want to consult the MO Financial Accounting Manual which can be found at: http://dese.mo.gov/financial-admin-services/school-finance/mo-financial-accounting-manual

[15] BF, 6.

Annual Operating Budget Model Policy[required][16]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Budget Process

SECTION 1.1. The (School Leader or other job title) will ensure that (insert name of school) follows a budgeting process that is consistent with the requirements of all applicable state and federal laws and regulations.

SECTION 1.2. Each year the (Business Manager or other job title) is required to submit to the Board for consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year.

SECTION 1.3. Each year before the annual operating budget is drafted the (insert title) shall ensure that a needs assessment of (insert name of charter school), is drafted and finalized by a budget committee consisting of the CFO, the School Leader, and other individuals as designated by the board. The needs assessment shall inform the drafting of the annual budget.

SECTION 1.4. The Board shall formally adopt the budget in an open meeting held in accordance with the Board's bylaws. Such budget shall be adopted by June 30 of each year, pursuant to all applicable laws and regulations and before the expenditure of any funds. The approved estimated expenditures for each fund shall not exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund.

SECTION 1.5. The Secretary or (insert other job title) of the Board will record the adoption of the budget and any amendments in the Board meeting minutes in which the adoption occurs.

SECTION 1.6. After the beginning of the fiscal year, the School Leader and Business Manager shall review with the Board the adopted budget in relationship to the beginning cash balances for each fund.

SECTION 2. Fiscal Compliance

The (Business Manager or other job title) shall ensure that (insert name of school) complies with all state and federal laws and rules concerning the budget and related processes of the school.

[16] BF, App B.

Bank Procedures Model Policy[17]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Bank Accounts

SECTION 1.1. The _____(insert title(s)) of _____(insert school's name) has the authority to open a business checking account and a business operating account (insert other accounts where necessary) on behalf of _____(school) to be used to hold the school's assets.

SECTION 1.2. **(Insert if a RFP process was used)** The ____school may utilize a request for proposals or another method for seeking competitive bids for banking services. The Board will adopt a resolution at a board meeting held in accordance with its bylaws to designate the financial institution that the school will use for its banking transactions. Once the resolution has been adopted, _____(insert title) has the authority to enter into an agreement with the selected financial institution. This agreement should be signed by _____(insert title) and _____(insert title). [May want to consider requiring two signatures on the account agreement].

(If no RFP process was used) The _____(insert title) has the authority to enter into an agreement with a bank or other Federally insured financial institution once the Board has adopted a formal resolution at a board meeting held in accordance with its bylaws designating the bank for the school to use for its financial transactions. Once the resolution has been adopted, the _____(insert title) has the authority to enter into an agreement with the selected financial institution. This agreement should be signed by _____(insert title) and _____(insert title). [May want to consider requiring two signatures on the account agreement].

SECTION 2. Checks

SECTION 2.1. Any authorized check drafted on the school's designated bank account over $(insert dollar amount) shall require two signers from the Board. The following officers are authorized to sign checks from the bank account on behalf of the school: (insert titles of authorized personnel/board members)
Each check must be completed in its entirety before it is signed by either party.

SECTION 2.2. Checks Received. Checks received shall be endorsed "for deposit only" and deposits should be made daily by someone other than the person who prepared the deposit.

SECTION 2.3. Check Requests. Services or products rendered, reimbursement requests with original receipts, or mileage reimbursements may receive payment with a check. A check request form must be completed by the requestor and approved with a signature by the (insert title). The check request form shall contain

[17] BF, App. C.

the name of the payee, the date the check is requested to be written, the amount of the check, a brief description for the issuance of the check, and the funding source that will be drawn from. The check request shall then be submitted to the (insert title) for processing. All check request forms shall be maintained by the (insert title).

SECTION 2.4. Checks payable to cash are prohibited.

SECTION 3. Mail Procedures

SECTION 3.1. The [insert non-accounting staff title] should receive the mail, open it, and list all checks on a daily collection report or in a pre-numbered receipt book. This report or receipt should identify the date, name of organization or person submitting payment, amount of payment and description of what the payment is for.

SECTION 3.2. An account staff member should receive the checks and daily collection report or receipt book from the person opening the mail.

SECTION 4. Bank Reconciliations

SECTION 4.1. There will be segregation of duties between individuals responsible for cash receipts and cash disbursement and the individual(s) responsible for bank reconciliations.

SECTION 4.2. _____(insert title) or their designee is responsible for bank reconciliations a minimum of once monthly. Bank statements should be delivered to _____(insert title) unopened. Each bank statement, assets, and liabilities shall be reconciled to both the checkbook and the general ledger.

SECTION 5. Credit Card Procedures

It is the policy of _____(insert school name) that credit card use shall be limited and only the following employees or board members are authorized to use credit cards: (insert titles). The ____(insert school) will not use debit cards, and credit cards shall only be used by the following employees (insert titles) for school business expenditures only. Credit cards may not be used for personal purchases and/or cash transactions and shall be maintained using the highest level of security. Credit card transactions in the range of $ to $ must receive prior board approval and credit card transactions exceeding $_____ are prohibited
Employees issued a credit card must receive prior, documented approval from the _____(insert title)or their designee before the use of the credit card. Each credit card transaction by any user must be accompanied by the original receipts documenting each transaction.

SECTION 6. Transfer Of Information

If the individual serving as the_____(insert title) ends his or her term with the Board/employment with the school or is terminated by the school or otherwise removed from his or her duties, he or she shall immediately give the school

management all necessary passwords and other related information. The school will change the passwords and other security information once the individual serving as the _____ ends his or her employment with the school.

Model Resolution Designating Financial Institution[18]

WHEREAS, on _____, _____(insert date), _____(insert name of school) issued a request for proposals for a financial institution; and

WHEREAS, ____proposals were received from interested financial institutions; and

WHEREAS, the Board of _____(school) reviewed and evaluated all proposals and determined that _____ (insert name of bank) submitted a proposal that was most suited to the school's financial needs.

NOW THEREFORE, BE IT RESOLVED BY _____(insert the Board of the school) that it will enter into agreements with _____(insert name of bank) for banking services including (enter name of accounts-checking etc.).

THIS RESOLUTION IS HEREBY ADOPTED THIS _____DAY OF _____ (insert month), 20___.

_____

Board Chair

[18] BF, App. D.

Cash Management Model Policy[19]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Accounting for Cash Transactions

SECTION 1.1. Documentation. All cash transactions shall be recorded in writing, such as by handwritten receipt detailing from whom the money was and in what amount, which shall be signed and dated by the _____(insert title) or his or her designee who has the authority to receive cash on behalf of (school).

SECTION 1.2. Depositing Cash. The _____(insert title) shall be responsible for depositing cash in _____(school)'s bank account. The_____(insert title) will only be responsible for depositing the cash into the bank account, and will be segregated from the duty of receiving the cash on behalf of the school. Deposits shall be made weekly at a minimum. All undeposited cash shall be kept in a secured location on school premises with limited access. A copy of the validated deposit slip shall be returned to the school on same day the deposit is made or the next day after the deposit is made.

SECTION 1.3. Expenditures. All expenditures of school funds, including cash expenditures, shall be documented and accounted for by daily receipts. As a general rule, cash shall not be used to make purchases except from petty cash, as described in Section 1.5. School checks shall not be made payable to "Cash".

SECTION 1.4. Segregation of Duties. The _____(insert title) of _____(school) shall ensure that appropriate segregation of duties exists with regard to the handling of all money transactions including reconciliation.

SECTION 1.5. Petty Cash. Petty cash shall be maintained in a locked box in the School Leader's office in an amount not to exceed $___. All disbursements from petty cash shall be documented in writing, indicating the date, amount disbursed, the identity of the individual receiving the funds, and the reason for the disbursement. Receipts from purchases made with petty cash shall be remitted to the School Leader's office as soon as practicable. Petty cash funds shall not be used to cash checks.

[19] BF, App. E.

School Accounting System Model Policy [required][20]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Fiscal Year

The ____(insert school) adopts a fiscal year that begins on the first day of July and ends on the thirtieth day of the following June.

SECTION 2. Financial Accounting

The _____(insert school) will adhere to the accounting guidelines of the Missouri Department of Elementary and Secondary Education.

SECTION 2.1. Accounting records. The school shall maintain records that adequately identify the source and application of funds. These records must contain information pertaining to grant or sub-grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income.

SECTION 2.2. Internal controls. The school shall maintain effective control and accountability of all state and local funds, federal grant and sub-grant cash, real and personal property, and other assets obtained with local, state or federal funds. The school shall adequately safeguard all such property and assure that it is used solely for authorized purposes.

SECTION 2.3. Source documentation. Accounting records must be supported by such source documentation as cancelled checks, paid bills, payrolls, time and attendance records, contract and subgrant award documents, etc.

SECTION 2.4. Budget control. The school shall compare actual expenditures or outlays of state or federal funds with budget amounts for each fund, grant or subgrant. Financial information must be related to performance or productivity data, including the development of unit cost information whenever appropriate or specifically required in the grant or subgrant agreement. Applicable federal cost principles, agency program regulations, and the terms of grant and subgrant agreements will be followed in determining the reasonableness, allowability, and allocability of costs.

SECTION 2.5. Account Code Structure. The school shall use the account code structure as described in the Missouri Department of Education's Chart of Accounts.

[20] BF, App. F.

Audit and Financial Statements Model Policy[required][21]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Annual Audit.

SECTION 1.1. Annually, the books and accounts of the School will be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. The Business Manager shall place before the Board the matter of the retaining of a certified public accountant. The auditor shall be selected by the Board. The audit shall be presented to the Board for examination and approval.

SECTION 1.2. Board Action. Once the Board of _____(insert school) receives the final report, it shall vote to accept the contents of the audit at either its next regularly called meeting or at a special meeting called in accordance with the Board's bylaws.

SECTION 1.3. Submission to Sponsor. The (insert title) shall ensure that a copy of the annual audit report is timely filed with the Sponsor.
The audit report should include a certificate signed by the Chair of the Board that the Board voted to accept the contents of the audit. If the Board did not accept the contents of the audit report, that should be noted with the submission.

SECTION 2. Annual Financial Statement.

Section 2.1. The _____(insert title) shall prepare, or cause to be prepared, an annual financial statement for each fund subject to the authority of the Board during the fiscal year showing:
a. the total receipts of the fund, itemized by source of revenue, including taxes, assessments, service charges, grants of state money, gifts, or other general sources from which funds are derived;
b. the total disbursements of the fund, itemized by the nature of the expenditure; and
c. the balance in the fund at the close of the fiscal year.

SECTION 2.2. The ____(insert title) shall ensure that the annual financial statement is submitted to the Sponsor in a timely manner pursuant to deadlines.

[21] BF, App. G.

Payroll Model Policy [required][22]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Accurate & Timely Payroll.

The (insert title) shall ensure that school employees are paid accurately and timely in accordance with applicable laws and rules.

SECTION 2. Payment of School Employees.

School employees shall be paid:

a. In United States currency;
b. By a written instrument (e.g. check) issued by the employer that is negotiable on demand at full face value for United State currency; or
c. By the electronic transfer of funds to the employee's bank pursuant to a direct deposit agreement signed by the employee.

SECTION 3. Paydays.

a. Exempt Employees. The paydays for exempt employees shall be on (insert date).
b. Non-exempt Employees. The paydays for non-exempt employees shall be on (insert date).

SECTION 4. Withholding of Wages.

The _____(insert title) shall ensure that the wages of school employees are not withheld except in the following situations as permitted by applicable laws and rules.

a. The school is ordered to do so by a court of competent jurisdiction;
b. The school is authorized to do so by state or federal law; or
c. The school has written authorization from the employee to deduct part of their wages for a lawful purpose.

SECTION 5. Teachers Retirement System.

As prescribed by statute, all teachers at _____(insert school) shall be members of the [Insert] Retirement System and subject to its requirements. The Board shall expend for teacher retirement and compensation for instructional staff an amount that reflects the requirements as outlined in Missouri State Statute and Department of Elementary and Secondary Education regulation.

[22] BF, App. J.

Federal Fiscal Compliance Model Policy[required][23]

The governing body ("Board") of_____(insert school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Fiscal Requirements under Title I, Title II, and Title IV of ESSA

SECTION 1.1. Supplement not Supplant. _____(insert school) shall ensure that federal funds will be used to supplement, not supplant regular non-federal funds.

SECTION 1.2. Documentation. Documentation shall be maintained, or caused to be maintained, by the _____(insert title). The documentation must clearly demonstrate the supplementary nature of federal funds.

SECTION 2. Federal Grant Allowable Expenditures.

Prior to expending funds, the_____(insert title) shall consult the appropriate OMB Circular (OMNI Circular) or other federal guidance to determine what costs are allowable under the grant awarded. The_____(insert title) shall ensure that all grant funds are expended in accordance with the requirements in section 2.1 and the Circular or other applicable federal law or rule.

Section 2.1 Allowability.

To be allowable under a federal award, costs must meet the following general criteria and be documented that such criteria are met:

- Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles;
- Conform to any limitations or exclusions set forth in these principles or in the Federal award as to the types or amount of cost items;
- Be consistent with the policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity;
- Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a Federal award as an indirect cost;
- Be determined in accordance with generally accepted accounting principles (GAAP);
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period;
- Be adequately documents; and

[23] BF, App. K.

- Be net of all applicable credits.

SECTION 3. Standards for Documentation of Personnel Expenses (2 C.F.R. § 200.430, OMNI DESE Memo FAS-15-003 Time and Effort under the OMNI Circular, April 2, 2015)

Time and Effort: Records are required for all employees, including teachers, paraprofessionals, administrators, and other staff that are paid with federal funds to document the time and effort they spend within the program. The portion of the federally paid salary should be reflective of the actual activity, not budgeted, the individual has put forth for that federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program or used as match for a federal program.

Semi-Annual Certification: Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications are required to be prepared at least semi-annually.

Monthly Personnel Activity Report (PAR): Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports (PARs). Salaries and wages of employees used in meeting cost sharing or matching requirements of Federal awards must be supported in the same manner as those claimed as allowable costs under Federal awards.
Charges for salaries must be based on records that accurately reflect the work performed. These records must be:

- Supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Incorporated into the official records;
- Reflecting the total activity for which the employee is compensated, not to exceed 100%;
- Encompassing all activities (federal and non-federal);
- Compliant with established accounting policies and practices; and
- Distributed among specific activities or cost objectives.

SECTION 4. Charter Schools Program (CSP), ESSA Title IV, Part C

SECTION 4.1. Compliance. If ____(insert school) receives CSP grants, the_____(insert title) shall ensure that ______(insert name of school) shall comply and use the federal funds in accordance with all statutes, regulations, and approved applications.

SECTION 4.2. Fiscal Control. The______(insert title) shall directly administer or supervise the administration of any projects funding through CSP funds, and shall use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, federal funds.

SECTION 4.3. Procurement. When using CSP funds to enter into a contract for equipment or services the _____(insert title) shall comply with the applicable federal procurement standards.

SECTION 5. Use of Federal Grant Funds for Procurement

SECTION 5.1. Open and Free Competition. The_____(insert title) shall ensure that all procurement transactions are conducted in a manner that provides open and free competition. Awards must be made to the bidder/offeror whose bid/offer is responsive to the solicitation and is most advantageous to _____(insert school) considering price, quality, and other relevant factors deemed appropriate by the (insert school).

SECTION 5.2. Conflicts of Interest. Pursuant to the Conflict of Interest Board Policy, no employee, officer, or agent of, who has a real or apparent conflict of interest, will participate in the selection, award, or administration of a contract supported by federal funds. Employees, officers, and agents may also not solicit or accept favors, gratuities, or anything of monetary value from contractors or their agents.

SECTION 5.3. Solicitation of Bids or Offers

a. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brand name or equal descriptions that bidders are required to meet;
b. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises whenever possible;
c. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;
d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;
e. Procurement documents shall be made available, upon request, to appropriate government officials.

SECTION 5.4. Record Documentation. The_____(insert title) shall ensure there is a cost or price analysis made and documented with every procurement action as well as appropriate documentation for the basis for contractor selection. The_____(insert title) shall also ensure the evaluation of the contractor performance and document whether the contractor has met the terms, conditions, and specifications of the contract.

Section 5.5 All prequalified lists of persons, firms, or products which are used in acquiring goods and services must be reviewed and kept current and shall include enough qualified sources to ensure maximum open and free competition.

Section 5.6 The school shall utilize the most appropriate procurement method based on the particular procurement. The school utilize one of the following methods or any more

restrictive method:

- Micro-purchases. Procurement by micro-purchase is the acquisition of supplies or services which are up to $10,000. This purchase may be awarded without soliciting competitive quotations.
- Small purchase procedures. Small purchase procedures are those simple and informal procurements for securing services, supplies or other property that cost between $10,001 to $249,999. Price and rate quotations must be obtained from at least two qualified sources.
- Sealed bids (formal advertising). Bids are publicly solicited and a firm fixed price contract is awarded. This method is preferred for procuring construction.
- Competitive proposals. The technique of competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost reimbursement type of contract is awarded.
- Noncompetitive proposals. This is the solicitation of a proposal from only one source and may be used only when one or more of the following applies:
    - The item is available only from a single source;
    - The public emergency for the requirement will not permit a delay;
    - The pass-through entity authorizes noncompetitive proposals in response to a written request; and/or
    - After solicitation of a number of sources, competition is determined inadequate.

SECTION 6. Travel Costs.

Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. These costs are reimbursable with appropriate approval and documentation of expenses. Travel costs charged to Federal awards/funds must meet the requirements of 2 C.F.R. § 200.474.

Section 6.1 Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip and results in charges consistent with those normally allowed in like circumstances in the school's non-federally-funded activities and in accordance with the school's written travel reimbursement policies.

Section 6.2 Cost incurred by employees for travel, including costs of lodging, other subsistent, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school as a result of the school's written travel policy.

If these costs are charged to the Federal award, documentation must justify that (1) the Participation of the individual is necessary to the Federal award; and (2) the costs are reasonable and consistent with the school's travel policy. Document may include any or all of the following: an agenda; prior written approval; and/or written justification statement.

Section 6.3 The school shall not use its grant funds for temporary dependent care costs unless specifically permitted by the authorizing statute, regulation, and Department.

Section 7. Compliance with the Cash Management Improvement Act.

Section 7. 1. In order to comply with the Cash Management Improvement Act (CMIA) the Department of Elementary and Secondary Education will only make payments to the school for reimbursements. Reimbursements are only for funds "spent"—transactions that are recorded on the school's books and the funds delivered to the recipients.

Section 7.2. The school may only make requests for payment once an initial budget application for the grants has been approved and must only include actual cumulative expenditures up to the payment request submission date.

Section 7.3. The school must at least annually submit an accounting of any interest earned on any Federal funds to the federal Department of Health and Human Services through the Department of Elementary and Secondary Education. The school may retain up to $500 of earned interest annually on all combined Federal programs for administrative expenses. The school must document all administrative expenses in order to claim the interest offset. Under this section, the interest calculation is the amount of reimbursement times the annualized Federal interest rate for the fiscal year times the number of business days the funds were held until delivery. The federal interest rates may be found at https://www.fiscal.treasury.gov/cmia/resources-annual-interest-rates.html.

Capital Assets Accounting Model Policy[required][24]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1.1. Definition of Capital Asset. A capital asset is an asset that is tangible in nature; has a life that exceeds one year; of significant value ($5,000 per unit or a lower amount designated by the board of directors); and reasonably identified and controlled through a physical inventory system. Examples include: land, buildings, machinery, and furniture.

SECTION 1.2. Documentation. The _____(insert title) shall ensure that (insert school) maintains accurate records of capital assets in accordance with applicable rules.

SECTION 1.3. Inventory. The_____(insert title) will ensure that a physical inventory of capital assets takes place once every two years.

SECTION 1.4. Annual Audit. The annual financial audit required by the Board shall include an exhibit in the audit report identifying all capital assets and the ownership interest of local, state, and federal parties.

[24] BF, App. L.

State Tax Sources Model Policy[required][25]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Acceptance. All state funds will be accepted for the operation of the School as provided by law and through regulations of the Missouri State Board of Education or Missouri Department of Elementary and Secondary Education.

Section 2. Reporting**.** The Principal or Business Manager is responsible for completing all required reports and forms to obtain state funds to which the School is entitled to receive according to developed rules and regulations.

[25] BF, App. M.

State and Federal Projects Model Policy[required][26]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Authority to Operate.

With Board approval, the School may operate various specially funded programs that must be administered in accordance with particular federal and/or state laws, regulations, and other conditions for use of such funds.

The Principal shall be the designated School Leader responsible for coordinating funded projects, administering programs, and ensuring that the various departments operating these programs do so within the guidelines of the particular program. The administration shall keep accurate and separate records, as required by state and federal programs, to enable the School to verify program compliance and success. The Principal shall keep the Board fully informed.

[26] BF, App. N.

Borrowed Funds Model Policy[required][27]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. Borrowing Funds

State law authorizes the Board to borrow funds in anticipation of the collection of revenue in order to insure continuity in the operations of the School. The Board must approve in advance all applications for loan indebtedness. The amount borrowed and the repayment of notes payable shall be within guidelines as established by state law and rules and regulations of the Missouri Department of Elementary and Secondary Education.

[27] BF, App. O.

Bonded Indebtedness Model Policy[required][28]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. The Board may issue bonds for any School expenditures as prescribed in state law.

[28] BF, App. P.

Authorized Signatures Model Policy[required][29]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1. The Board of _____(school) shall designate at least one current board member to be included as an authorized signature on all financial accounts of the school.

Section 2. The Board shall notify all financial institutions that serve the school of the board member who is to be included as an authorized signature on financial accounts.

Section 3. The Board of _____(school) shall annually certify to its sponsor that the financial institutions that serve the school have on file the authorization form for the board member who is to be the signature on all financial account.

[29] BF, App. Q.

Investment Model Policy [required if your school plans to invest]

The Board of _____ (school) adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

I. Scope

This policy applies to the investment of all operating funds of the [school].

Pooling of Funds
Except for cash in certain restricted and special funds, the [school] will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds based on their respective participation and in accordance with generally accepted accounting principles.

External Management of Funds
Investment through external programs, facilities and professionals operating in a manner consistent with this policy will constitute compliance.

II. General Objectives
The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield:

Safety
Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

The [school] will minimize credit risk, the risk of loss due to the failure of the security issuer or backer, by:

- Pre-qualifying the financial institutions, broker/dealers, intermediaries, and advisors with which the [entity] will do business.
- Diversifying the portfolio so that potential losses on individual securities will be minimized.

The [school] will minimize the risk that the market value of securities in the portfolio will fall due to changes in general interest rates, by:

- Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities on the open market prior to maturity.
- Investing operating funds primarily in shorter-term securities.

Liquidity

The investment portfolio shall remain sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Furthermore, since all possible cash demands cannot be anticipated, the portfolio should consist largely of securities with active secondary or resale markets (dynamic liquidity).

Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above. The core of investments is limited to relatively low risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity with the following exceptions:

- A security with declining credit may be sold early to minimize loss of principal.
- A security swap would improve the quality, yield, or target duration in the portfolio.
- Liquidity needs of the portfolio require that the security be sold.

III. Standards of Care

Prudence

All participants in the investment process shall act responsibly as custodians of the public trust. The standard of prudence to be applied is the “prudent investor” rule, which states, “Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.”

Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees and investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officers shall refrain from undertaking personal investment transactions with the same individual with which business is conducted on behalf of the [school].

Delegation of Authority

Authority to manage the investment program is granted to [designated official or external professional, hereinafter referred to as investment officer] and derived from the Missouri Constitution and state statutes. Responsibility for the operation of the investment program is hereby delegated to the investment officer, who shall act in accordance with the established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures should include references to

safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements, and collateral/ depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the investment officer. The investment officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate the activities of subordinate officials.

IV. Investment Transactions

Authorized Financial Dealers and Institutions

A list will be maintained of financial institutions authorized to provide investment transactions. In addition, a list will also be maintained of approved security broker/dealers selected by creditworthiness as determined by the investment officer and approved by the governing body. These may include "primary" dealers or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15C3-1 (uniform net capital rule).

All financial institutions and broker/dealers who desire to become qualified for investment transactions must supply the following as appropriate:

- Audited financial statements.
- Proof of National Association of Securities Dealers (NASD) certification.
- Proof of state registration.
- Completed broker/dealer questionnaire.
- Certification of having read and understood and agreeing

An annual review of the financial condition and registration of qualified financial institutions and broker/dealers will be conducted by the investment officer.

Internal Controls

The investment officer/internal auditor/director of accounting is responsible for establishing and maintaining an internal control structure that will be reviewed annually with the [school's] independent auditor. The internal control structure shall be designed to ensure that the assets of the [school] are protected from loss, theft, or misuse and to provide reasonable assurance that these objectives are met. The concept of reasonable assurance recognizes that (1) the cost of control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits require estimates and judgments by management.

The internal controls shall address the following points:

- Control of collusion.
- Separation of transaction authority from accounting and record keeping.
- Custodial safekeeping.
- Avoidance of physical delivery securities.
- Clear delegation of authority to subordinate staff members.

- Written confirmation of transactions for investments and wire transfers.
- Development of a wire transfer agreement with the lead bank and third party custodian.

Delivery vs. Payment
All trades where applicable will be executed by delivery vs. payment (DVP) to ensure that securities are deposited in eligible financial institutions prior to the release of funds. All securities shall be perfected in the name or for the account of the [school] and shall be held by a third-party custodian as evidenced by safekeeping receipts.

Suitable and Authorized Investments
In accordance with and subject to restrictions imposed by current statutes, the following list represents the entire range of investments that [school] will consider and which shall be authorized for the investments of funds by the [school].

- Open time deposits or certificates of deposit secured under the provisions of sections 110.010 and 110.020, RSMo;
- Bonds, redeemable at maturity at par, of the state of Missouri, of the United States, or of any wholly owned corporation of the United States;
- Short term obligations of the United States; or
- Any instrument permitted by law for the investment of state moneys.

VI. Investment Parameters

Diversification
The investments shall be diversified to minimize the risk of loss resulting from over concentration of assets in specific maturity, specific issuer, or specific class of securities. Diversification strategies shall be established and periodically reviewed. At a minimum, diversification standards by security type and issuer shall be:

- U.S. treasuries and securities having principal and/or
- interest guaranteed by the U.S. government: 100%
- Collateralized time and demand deposits: 100%
- U.S. Government agencies, and government sponsored enterprises: No more than 60%
- Collateralized repurchase agreements: 50%
- U.S. Government agency callable securities: No more than 30%

Maximum Maturities
To the extent possible, the [school] shall attempt to match its investments with anticipated cash flow requirements. Investments shall mature and become payable not more than five (5) years from the date of purchase. The [school] shall adopt weighted average maturity limitations that should not exceed three (3) years and are consistent with the investment objectives Because of inherent difficulties in accurately forecasting cash flow requirements,

a portion of the portfolio should be continuously invested in readily available funds such as in bank deposits or overnight repurchase agreements to ensure that appropriate liquidity is maintained to meet ongoing obligations.

VII. Reporting

Methods

The investment officer shall prepare an investment report at least quarterly, including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the last quarter. This management summary will be prepared in a manner that will allow the [school] to ascertain whether investment activities during the reporting period have conformed to the investment policy. The report should be provided to the governing body of the [school]. The report will include the following:

- Listing of individual securities held at the end of the reporting period.
- Realized and unrealized gains or losses resulting from appreciation or depreciation by listing the cost and market value of securities over one-year duration (in accordance with Government Accounting Standards Board (GASB) 31 requirements). [Note, this is only required annually]
- Average weighted yield to maturity of portfolio on investments as compared to applicable benchmarks.
- Listing of investment by maturity date.
- Percentage of the total portfolio which each type of investment represents.

Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The portfolio should obtain a market average rate of return during a market/economic environment of stable interest rates. A series of appropriate benchmarks may be established against which portfolio performance shall be compared on a regular basis.

Marking to Market

The market value of the portfolio shall be calculated at least quarterly and a statement of the market value of the portfolio shall be issued at least annually to the governing body of the [entity]. This will ensure that review of the investment portfolio, in terms of value and price volatility, has been performed.

VIII. Policy Considerations Exemption

Any investment currently held that does not meet the guidelines of this policy shall be exempt from the requirements of this policy. At maturity or liquidation, such monies shall be reinvested only as provided by this policy.

This policy shall be adopted by resolution of the [school's] governing body. The policy shall be reviewed annually by the investment officer and recommended changes will be presented to the governing body for consideration.

SECTION 3: HUMAN RESOURCES

Wage and Hour Requirements[30]

The federal Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, recordkeeping, and youth employment standards affecting full-time and part-time workers in the private sector and in federal, state, and local governments. The FLSA designates employees as either exempt or nonexempt from federal and state wage and hour laws. In accordance with the Department of Labor, most executive, administrative and professional employees (including teachers and academic personnel in elementary and secondary schools) are considered exempt, meaning that they are exempt from both minimum wage and overtime pay provisions. Because exemptions are generally narrowly defined under the FLSA, schools should carefully check the exact terms and conditions for each category of employee. See http://www.dol.gov/whd/regs/compliance/hrg.htm#8.

Employers are required to pay nonexempt employees a minimum wage based on either state or federal law, whichever has the higher wage. Because Missouri has a higher minimum wage than what is required by FLSA, nonexempt employees must be paid pursuant to Missouri law. Missouri requires a minimum wage of not less than $8.60 per hour effective January 1, 2019. The minimum wage in Missouri is set to increase $0.85 per hour until it reaches $12.00 per hour, effective January 1, 2023. The minimum wage limitations periodically change and should be monitored to ensure compliance (labor.mo.gov).

Poster Requirements

Every employer must post, and keep posted, a notice explaining the FLSA in a conspicuous place. Although there is no size requirement for the poster, employees must be able to readily read it.

For more information, see https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/Digital_Reference_Guide_FLSA.pdf

An employer must post, and keep posted, a notice explaining the Missouri Minimum Wage requirements, if the employer is subject to any provisions of the law.

https://labor.mo.gov/dls/minimum-wage

[30] HR, 1.

Child Labor[31]

Schools are prohibited from employing a minor under 12 years of age. Minors under 16 years of age who have not graduated from high school must have a work certificate (or work permit) from the child's school before they are eligible to work. In addition, there are also hours restrictions: Minors under 16 years of age may not be employed between the hours of 9:00 p.m. and 6:00 a.m.; more than 4 hours a day during the school year; more than 8 hours a day during vacations; and not more than 40 hours a week. (The rules may be different for employers in agricultural industries.) Also, minors under 16 years of age may not be employed in a "dangerous occupation" as defined by the Secretary of the Department of Labor. Refer to the following resources for more information regarding child labor laws:

Federal: https://www.dol.gov/agencies/whd/child-labor

[31] HR, 8.

Workers Compensation[32]

Missouri law requires employers who employ five or more employees to provide worker's compensation coverage for their employees. After an injury has occurred, the injured worker should notify the employer in writing of the injury; the written notice should include the date, time and place of injury, the nature of the injury and the name and address of the person injured. **The employer must then report the injury to the insurance school or TPA within five days of the date of injury or within five days of the date on which the injury was reported to the employer by the employee, whichever is later.** The insurer, TPA, or Division-approved service school for a self-insured employer or group trust is responsible for filing a first report of injury with the Division within 30 days after knowledge of the injury.

In addition to medical benefits, an employee may be entitled to temporary total disability benefits and permanent partial or permanent total disability benefits. Upon the death of a worker who has suffered a compensable work injury, certain surviving individuals may be entitled to weekly benefits from the employer/insurer. The employer/insurer is also responsible for paying funeral expenses up to $5,000. If an employee believes that he/she has not received all benefits due to them or has issues relating to the benefits that are owed, there are several different options available to resolve the issues. Both the employer and the employee may wish to consider other options to resolve the issues. Further information can be found at the Missouri Department of Labor and Industrial Relations website: http://labor.mo.gov/DWC/Employers

[32] HR, 9.

Fair Credit Reporting Act[33]

Employers have specific duties when using a consumer credit report or other background check resource for hiring or employment purposes. An applicant or employee must give written consent to the employer before the employer obtains a credit report. Additionally, the employer must provide the employee or applicant with a copy of the report and a summary of their rights before the employer can take any adverse action based on the credit report.

[33] HR, 11.

Garnishment[34]

Garnishment is a court-ordered collection method available to creditors which requires employers to withhold income from the pay of employee debtors. An employer may not discharge an employee on the basis that the creditor is garnishing the employee's wages.

Employers can challenge the garnishment but they must file an answer within 45 days of the date of the garnishment notice. If an employer fails to file the required answer, the creditor can seek a judgment against the employer for the full amount of the employee's debt, if the employer has not garnished the employee's wages. Garnishment of wages for unpaid creditors may not exceed the lesser of a) 25% of the employee's disposable earnings (after taxes and certain other withholdings) during a workweek, or b) the amount by which the employee's disposable earnings exceed 30 times the federal minimum wage (currently $7.25 per hour).

[34] HR, 11.

Employee Handbooks[35]

In addition to implementing sound human resources policies, schools should develop comprehensive employee handbooks. Staff should annually read and sign such handbooks. This serves three critical purposes: (1) reduces the liability on the part of the school for employee conduct; (2) clearly outlines expectations and the consequences for employees who fail to comply with policies; and (3) develops great employees by providing a training tool, practical resource, and an effective means by which an employer can express the desirable conditions and culture in the school.

Any employee handbook should contain a disclaimer setting forth an express provision that the handbook does not affect the at-will employment relationship and that the policies set forth in the handbook are subject to change at any time. Such a disclaimer is needed because courts have held that promises of disability, vacation, and severance pay in handbooks and other policy manuals are enforceable.

Therefore, when preparing a handbook or policy you should:

- include a prominent disclaimer explaining that a particular employment practice or procedure is only a guideline and the procedures listed therein may be deviated from at any time;
- include a prominent disclaimer that a particular employment practice or guideline does not constitute an employment contract;
- note that, for any list of grounds for discharge, the list is not all-inclusive;
- avoid using language such as “good cause” or “rights”; and
- provide all benefit information in a separate document.

An employee policy manual should include the following:

A. General Policies and Regulations
   a. Sexual Harassment and Anti-discrimination
   b. Alcohol, Drug, and Tobacco Use
   c. Equipment Usage (e.g., computers and telephones)
   d. Conflicts of Interest
   e. Mandated Reporting of Child Abuse
   f. Emergency Evacuation Plan
   g. Medical Emergency Procedures
   h. Professionalism (dress, conduct, ethics, etc.)

B. Employment Policies and Regulations
   a. Staff Orientation Guidelines
   b. Organizational Structure
   c. Probationary Period (usually the first 30 or 90 days, if applicable to your school)
   d. Performance Evaluation

[35] HR, 11.

e. Sickness, Vacation, Personal, Professional, Emergency, and Legal Leave Policies and Procedures
f. Process for Reporting Grievances and Resolving Conflict
g. Termination Policies

Family and Medical Leave Act[36]

Under the Family and Medical Leave Act of 1993 (FMLA)[37] employees of a covered employer are entitled to unpaid leave for certain family and medical reasons. An employer is covered under FMLA if, as of the date an employee gives notice of the need for leave, the employer maintained 50 or more employees on payroll during 20 or more calendar workweeks in either the current or preceding year.

Reasons for Leave

Eligible employees may take leave for the following reasons:

(1) To care for the employee's child after birth or placement for adoption or foster care of a child with the employee (must be completed within the 12-month period beginning on the date of birth or placement);

(2) To care for an immediate family member (spouse, child, parent) who has a serious health condition (does not include the employee's in-laws);

(3) To care for the employee's own **serious health condition** (including any period of incapacity due to pregnancy, prenatal care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and

(4) Due to any **qualifying exigency** arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on active duty or has been notified of an impending call or order to active duty status in the National Guard or Reserves in support of contingency operation.

(5) To care for a covered service member with a serious injury or illness when the employee is the spouse, son, daughter, parent, or next of kin.

Medical Certification

An employer has the right to request medical certification from an employee's health care provider supporting the leave request. Under certain circumstances, employees may be required to provide recertification of the medical condition(s) giving rise to the need for leave.

Prohibited Employer Actions

It is unlawful for employers to: (1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or (2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any preceding under or related to the FMLA.

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[36] HR, 1.

[37] The Family and Medical Leave Act can be found at 29 U.S.C.§ 2601, *et seq.* Regulations implementing FMLA can be found at 29 CFR Part 825.

Poster

All covered employers are required to display and keep on display a poster prepared by the Department of Labor summarizing the major provisions of FMLA and telling employees how to file a complaint. The poster must be displayed in a conspicuous place where employees and applicants for employment can see it. Although there is no particular size requirement, the poster and all the text must be large enough to be easily read. www.dol.gov/compliance/topics/posters.htm

Family and Medical Leave Act Model Policy[required][38][revised]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

This policy is limited to any rights or benefits contained in the Family and Medical Leave Act (FMLA).

SECTION 1. Eligible Employees

SECTION 1.1. Employees of the school/Board/management organization employed by the Board who have been employed for at least twelve (12) months and who have worked at least 1250 hours during the 12 month period immediately prior to requesting leave and are are eligible to take twelve (12) weeks of unpaid leave under FMLA.

SECTION 1.2. An employee may request leave for one or more of the following reasons:

1. Birth of a child and to care for the newborn child;
2. Adoption or foster placement of a child with the employee;
3. To care for the employee's spouse, son, daughter or parent, if that person has a serious health condition;
4. Serious health condition of employee that prevents the employee from performing the job functions;
5. Because of a qualifying exigency (hereinafter defined) arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on active duty or has been notified of an impending call or order to active duty status in the National Guard or Reserves in support of a contingency operation;
6. To care for a covered service member (hereinafter defined) with a serious injury or illness when the employee is the spouse, son, daughter, parent or next of kin.

SECTION 2. Definitions

"Covered Servicemember" means a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is on the temporary retired list, for a serious injury or illness. A member of the Armed Forces would have a serious injury or illness if he or she has incurred an injury or illness in the line of duty while on active duty in the Armed Forces provided that the injury or illness may render the servicemember medically unfit to perform duties of the member's office, grade rank or rating.

"*Instructional employee or other key position*" means an employee whose school leader function is to instruct or directly support instruction of students in a class, a small group or an individual setting or provide an essential function such as administration which would provide a disruption in the normal operations of the school.

"*Parent*" means a biological parent or one who acted in place of a parent when the

[38] HR, App. A.

employee was a child. The term "parent" does not include parent "in-law."

“Qualifying exigency” may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

"*Serious health condition*" means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider and has been duly documented by a health care provider.

"*Son or daughter*" means a biological, adopted or foster child, a step-child, a legal ward or a child for whom the employee acts as a parent. The son or daughter must be under age 18 or, if the son or daughter is age 18 or older, he/she must be incapable of self-care on a daily basis due to a documented mental or physical disability.

"*Spouse*" means a husband or wife.

SECTION 3. Amount and Type of Leave Taken

SECTION 3.1. Except as provided below, an employee may take a total of twelve (12) weeks during any twelve-month period. The twelve-month period shall be measured backward from the date the employee begins using any FMLA leave. In the event of the birth, adoption or foster placement of a son or daughter, all leave must be completed within twelve (12) months after the birth, adoption or foster placement.

SECTION 3.2. If both spouses work for the Board and both are eligible for FMLA leave, they are authorized to take only a combined total of twelve (12) weeks during any one twelve-month period to care for a newborn or adopted child, a child placed with the employee for foster care, or a parent with a serious health condition for twelve (12) weeks.

SECTION 3.3. Employees seeking to take Family and Medical Leave to care for a newborn or adopted child, a child placed with the employee for foster care, a parent, spouse, or child with a serious health condition, or because of their own serious health condition, must first exhaust any personal leave, paid vacation, applicable accumulated sick leave, and any other applicable paid leave for their Family and Medical Leave.

SECTION 3.4. Intermittent or Reduced Leave
An employee may only take leave on an intermittent or reduced leave schedule when medically necessary. The Board will require a certification, in the form described in Section 3.7 below, to document the medical necessity of such intermittent leave.

SECTION 3.5. Notification of Leave
If the need for FMLA leave is foreseeable, an employee requesting leave must provide at least 30 days advance notice to the (School Leader or other job title). If such advance notice is not possible, the employee must give said notice as soon as practicable, ordinarily within one to two working days of learning of the need for leave. When planning medical treatment, the employee should make a reasonable effort to schedule the treatment so

that any corresponding leave will not unduly disrupt the operations of the school or classroom instruction.

SECTION 3.6. Benefits and Return to Work
Employees taking FMLA leave will continue to accrue all benefits for which they are eligible that are provided by the school while on FMLA leave. The Board will pay the employer's portion, if any, of such benefits. The employee will pay the same portion, if any, of such benefits as the employee paid before beginning the leave. The employee will be billed for the employee portion of the benefits and shall timely pay required premiums in order to maintain active benefits coverage.

The Board may recover any health care benefit premiums paid on behalf of an employee if the employee does not return to work after the leave period has expired.

With the exception of paid vacation, personal, medical or sick leave required to be exhausted prior to taking unpaid leave under Section 3.3 above, the employee's absence during leave will not alter benefits which the employee accrued before taking leave.

Upon return from leave, the employee is entitled to be reinstated to a position equivalent to the one the employee held when he/she left on FMLA leave, with equivalent pay, benefits and other terms and conditions of employment. Upon proper notice, however, the Board may deny reinstatement under this policy to an employee whose salary is within the highest 10% of the employees employed by the school ("key employee") if such denial is necessary to prevent substantial and grievous economic injury to the school's operation, as determined by the Board. Employees will be notified if they are considered a key employee, if there is an intention to deny reinstatement, and of their rights in such instances.

SECTION 3.7. Required Certification and Reporting
The Board requires that a request for leave due to a serious health condition be supported by a certification issued by the appropriate health care provider of the eligible employee or of the son, daughter, spouse or parent of the employee on a form to be provided by the Board.

This certification must include:

1. The date on which the serious health condition commenced;
2. The probable duration of the condition;
3. If the purpose if the leave is to care for a son, daughter, spouse or parent ("family member"), a statement that the employee is needed to care for the family member and the estimated amount of time needed for such care;
4. If the leave is due to the employee's own serious health condition, a statement that the employee is unable to perform his or her job functions. The employer may require that the eligible employee obtain subsequent recertification on a reasonable basis as requested by the Board.

The Board, at its own expense, may obtain the opinion of a second health care provider of the Board's choice, if it should choose to do so. If a conflict exists between the opinion in

the certification and the second opinion, the Board may, at its own expense, obtain a third opinion from a health care provider upon which the Board and the employee jointly agree. Such a third opinion as to the necessity for the leave is binding on both the Board and the employee.

Upon an employee's return after leave for his/her own serious health condition, the Board may require the employee to obtain certification from a health care provider that the employee is able to resume work.

The Board may require an employee on FMLA leave to report periodically to the (School Leader or other job title) on the employee's status and intent to return to work.

SECTION 3.8. Special Provisions
When an instructional employee or other key position essential to the function of the school seeks intermittent leave or leave on a reduced schedule in connection with a family or personal illness that would constitute at least 20% of the total number working days in the period during which the leave would extend, the Board may require the employee to elect to take leave in a block (not intermittently) for the entire period or to transfer to an available alternative position within the school that is equivalent in pay, for which the employee is qualified, and which better accommodates the intermittent situation.

If the employee begins leave more than five weeks before the end of a semester, the Board may require the employee to continue taking leave until the end of the semester if:

1. The leave will last at least three weeks; and
2. The employee would return to work during the three-week period before the end of the term.

An eligible employee is entitled to up to a total of 26 workweeks of unpaid, job protected leave during a single 12-month period to care for a covered servicemember with a serious injury or illness. The employee must be the spouse, son, daughter, parent, or next of kin of the covered servicemember.

Exhibit 1

FMLA Description Of Serious Health Condition[39]

A "Serious Health Condition" means an illness, injury, impairment, or physical or mental condition that involves one of the following:

1. Hospital Care
   Inpatient care (i.e., overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or subsequent treatment [40] in connection with or consequent to such inpatient care.

2. Absence Plus Treatment
   A period of incapacity of more than three full consecutive days (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:

   a) Treatment two or more times (within 30 days of the first day of incapacity, unless extenuating circumstances exist) by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or
   b) Treatment by a health care provider on at least one occasion which results in a regiment of continuing treatment[41] under the supervision of a health care provider.

   The requirements for treatment by a healthcare provider means an in-person visit to a healthcare provider. The first (or only) in-person treatment visit must take place within seven days of the first day of incapacity.

3. Pregnancy
   Any period of incapacity due to pregnancy, or for prenatal care.

4. Chronic Conditions Requiring Treatments
   A chronic condition which:

   a) Requires periodic visits (at least twice a year) for treatment by a healthcare provider, or by a nurse or physician's assistant under direct

[39] Here and elsewhere on this form, the information sought relates only to the condition for which the employee is taking FMLA leave.

[40] Treatment includes examinations to determine if a serious health condition exists and evaluations of the condition. Treatment does not include routine physical examinations, eye examinations, or dental examinations.

[41] A regiment of continuing treatment includes, for example, a course of prescription medication (e.g., antibiotic) or therapy requiring special equipment to restore or alleviate the health condition. A regiment of treatment does not include the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider.

supervision of a healthcare provider;

b) Continues over an extended period of time (including recurring episodes of a single underlying condition); and

c) May cause episodic rather than continuing period of incapacity[42] (e.g., asthma, diabetes, epilepsy).

5. Permanent/Long-term Conditions Requiring Supervision

A period of incapacity[4] which is permanent or long term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

6. Multiple Treatments (Non-Chronic Conditions)

Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a healthcare provider, either from restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity[4] of more than three full consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.) severe arthritis (physical therapy), or kidney disease (dialysis).

[42] "Incapacity," for purposes of FMLA, is defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery therefrom.

Exhibit 2:

FMLA Description of Qualifying Exigency

Eligible employees may take FMLA leave while the employee's spouse, son, daughter, or parent (i.e., the covered military member") is on active duty or call to covered active duty status as defined in 29 C.F.R.825.126(b)(2) for one or more of the following qualifying exigencies:

1. Short-Notice Deployment
   Any issue that arises from the fact that a covered military member is notified of an impending call or order to covered active duty in support of a contingency operation seven or less calendar days prior to the date of deployment.

2. Military Events and Related Activities
   Leave to attend any official ceremony, program or event sponsored by the military that is related to active duty or call to covered active duty status of a covered military member; or leave to attend family support or assistance programs and informal briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to covered active duty status of a covered military member.

3. Childcare and School Activities
   When necessary due to circumstances arising from the active duty or call to covered active duty status of a covered military member – leave to arrange for alternative childcare; to enroll in or transfer the military service member's child to a new school or daycare; or to attend meetings with staff at a school or daycare facility concerning the covered member's child.

4. Financial and Legal Arrangements
   To make or update financial or legal arrangements to address the covered military member's absence, such as preparing and executing powers of attorney, transferring bank account signature authority, or preparing a living will or trust.

5. Counseling
   To attend counseling provided by someone other than a health care provider for oneself, for the covered military member. Or for the child of the covered military service member provided that the need for counseling arises from the active duty or call to active duty status of a covered military member.

6. Rest and Recuperation
   To spend time with a covered military member who is on short-term, temporary rest and recuperation leave during the period of deployment.

7. Post-Deployment Activities
   To attend any official ceremony or program sponsored by the military for a period of 90 days following the termination of the covered military member's active duty status (i.e., arrival ceremonies or reintegration events); or to address issues that arise from the death of a covered military member while on active duty status.

8. Additional Activities
Other events that arise out of the covered military member's active duty or call to covered active duty status provided the employer and employee agree that such leave shall qualify as an exigency, and agree to both the timing and duration of such leave.

Exhibit 3:

Model Family and Medical Leave Act (FMLA) Request Form

To be completed by employee and returned to the [School Leader]

[School Name]
[School Address 1]
[School Address 2]

Employee Name _____
Job Title _____
Dated of Notification _____

Reason for Leave:

□ Adoption of a Child
□ Placement of a Foster Child
□ Birth of a Child
□ Serious Health Condition of Employee
□ Serious Health Condition of Spouse, Child, or Parent
□ Qualifying exigency arising out of the fact that your □ Spouse □ Son/Daughter □ Parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves
□ You are the □ Spouse □ Son/Daughter □ Parent □ Next of kin of a covered service member with a serious injury or illness

Type of Leave Requested:

□ Continuous
□ Intermittent: Please explain: _____
□ Reduced Hours: Please explain: _____

Length of Request for Leave:

Date leave to start: _____
Date of anticipated return to work: _____

Other Pertinent Information:

_____

_____

Signature of Employee **Date**

_____

Signature of (School Leader or other job title) **Date**

Exhibit 4:

Model Family and Medical Leave Act (FMLA)

Certification By Employee's Health Care Provider for Employee's Serious Illness
To be completed by employee's health care provider and returned to the [School Leader]

Employee's Name	

Description of serious health condition (see attached description of "serious health condition" under FMLA.) Does the patient's condition qualify under any of the categories described? If so, please check the applicable category. In all instances the information on the form must relate only to the serious health condition for which the current need for leave exists.

□ Hospital Care
□ Absence Plus treatment
□ Pregnancy
□ Chronic Conditions Requiring Treatments
□ Permanent/Long-term Conditions Requiring Supervision
□ Multiple Treatments (Non-Chronic Conditions)

Describe the medical facts and/or treatment that meet the criteria of the serious health condition checked above (medical diagnosis/prognosis is not required):

Date Condition Commenced:	
Probable Duration of Condition:	
Probable Duration of Present Incapacity (if different):	

Will the employee require leave on an intermittent or reduced schedule basis for planned medical treatment (e.g., follow-up treatment) of the employee's serious health condition, including pregnancy? □ Yes □ No

If so, please, please provide an estimate of the dates and duration of such treatment and any period(s) of recovery:

Dates:		
Duration Per Episode:	Hour(s) or	Day(s):

Will the employee require leave on an intermittent or reduced schedule basis for the employee's serious health condition, including pregnancy, that may result in unforeseeable episodes of incapacity (e.g. flare ups? □ Yes □ No

If so, please provide an estimate of the frequency and duration of such episodes of incapacity (e.g., 3 times per 1 month lasting 1-2 days):

Frequency; Times Per	Week(s)	Months(s)
Duration Per Episode:	Hours(s)	Day(s)

Is the employee able to perform the essential functions of employee's position?
□ Yes □ No

If no, describe the physical restrictions placed on the employee, including the duration of such restrictions:	
Health Care Provider's Name (please print):	
Health Care Provider's Signature:	
Date:	
Specialty/Type of Practice:	
Address:	
Phone Number:	
Fax Number:	

Exhibit 5:

Model Family and Medical Leave Act (FMLA)

Certification by Employee's Health Care Provider for Employee's Family Member Serious Illness

To be completed by employee's health care provider and returned to the [School Leader]

Employee's Name	
Patient's Name	
Relationship to Employee	□ Spouse □ Parent □ Child (under age 18 or if older and incapable of self care due to mental or physical disability)

Description of serious health condition (see attached description of "serious health condition" under FMLA.) Does the patient's condition qualify under any of the categories described? If so, please check the applicable category. In all instances the information on the form must relate only to the serious health condition for which the current need for leave exists.

□ Hospital Care
□ Absence Plus treatment
□ Pregnancy
□ Chronic Conditions Requiring Treatments
□ Permanent/Long-term Conditions Requiring Supervision
□ Multiple Treatments (Non-Chronic Conditions)

Describe the medical facts and/or treatment that meet the criteria of the serious health condition checked above (medical diagnosis/prognosis is not required):

Date Condition Commenced:	
Probable Duration of Condition:	
Probable Duration of Present Incapacity (if different):	

Will the employee require leave on an intermittent or reduced schedule basis for planned medical treatment (e.g., follow-up treatment) of the employee's family member's serious health condition, including pregnancy? □ Yes □ No

If so, please, please provide an estimate of the dates and duration of such treatment and any period(s) of recovery:

Dates:		
Duration Per Episode:	Hour(s) or	Day(s):

Will the employee require leave on an intermittent or reduced schedule basis for the employee's family member's serious health condition, including pregnancy, that may result in unforeseeable episodes of incapacity (e.g. flare ups? □ Yes □ No

If so, please provide an estimate of the frequency and duration of such episodes of incapacity (e.g., 3 times per 1 month lasting 1-2 days):

Frequency; Times Per	Week(s)	Months(s)

Duration Per Episode:	Hours(s)	Day(s)
Is the employee able to perform the essential functions of employee's position? □ Yes □ No If no, describe the physical restrictions placed on the employee, including the duration of such restrictions:		
Health Care Provider's Name (please print):		
Health Care Provider's Signature:		
Date:		
Specialty/Type of Practice:		
Address:		
Phone Number:		
Fax Number:		

Exhibit 6:

Model Family and Medical Leave Act (FMLA)

Certification by Employee of Qualifying Exigency for Military Family Leave

To be completed by employee's health care provider and returned to the [School Leader]

Employee's Name:	
Name of Covered Military Member on Active Duty or Call to Active Duty Status:	
Relationship to Employee:	
Dates of Covered Military Member's Active Duty Service:	

Please check one of the following:

□ A copy of the covered military member's active duty orders is attached.
□ Other documentation from the military certifying that the covered military member is on active duty (or has been notified of an impending call to active duty) in support of a contingency operation is attached.
□ I have previously provided my employer with sufficient documentation confirming the covered military member's active duty or call to covered active duty status in support of a contingency operation.

Description of Qualifying Exigency (see attached description of a "qualifying exigency" under FMLA.) Does the need for leave qualify under any of the categories described? If so, please check the applicable category.

□ Short Notice Deployment □ Military Events and Related Activities
□ Childcare and School Activities □ Financial and Legal Arrangements
□ Counseling □ Rest and Recuperation
□ Post-Deployment Activities □ Additional Activities

Please attach any available written documentation which supports the need for leave; such documentation may include a copy of a meeting announcement for informational briefings sponsored by the military, a document confirming an appointment with a counselor or school official, or a copy of a bill for services for the handling of legal or financial affairs. Available written documentation is attached. □ Yes □ Not Available

Approximate date exigency commenced or will commence:	
Probable duration of exigency:	
Will you need to be absent from work for a single continuous period of time due to the qualifying exigency?	□ Yes □ No
If so, estimate the beginning and ending dates for the period of absence:	
Will you need to be absent from work periodically to address this qualifying exigency?	□ Yes □ No

Estimate the frequency and duration of each period of absence due to the qualifying

exigency (e.g., 3x per month lasting 4 hours):		
Frequency; Times Per	Week(s)	Months(s)
Duration Per Event:	Hours(s)	Day(s)
Leave to Meet with a Third Party. Please complete this section if leave is requested to meet with a third party (such as to arrange for childcare, to attend counseling, to attend meetings with school or childcare providers, to make financial or legal arrangements, to act as the covered military member's representative before a federal, state or local agency for purposes of obtaining, arranging or appealing military service benefits, or to attend any event sponsored by the military or military service organizations). This information may be used by your employer to verify that the information contained on this form is accurate.		
Name of the Individual or Entity with whom you are meeting:	Title:	
Organization:		
Address:		
Telephone:	Fax:	
Email:		
Briefly describe the purpose of the meeting:		
I certify that the information I provided above is true and correct to the best of my knowledge:		
Signature of Employee:	Date:	

Exhibit 7:

Model Family and Medical Leave Act (FMLA)

Certification by Service Member's Health Care Provider for Caregiver Military Family Leave

Section 1. To be completed by the EMPLOYEE and/or the COVERED SERVICE MEMBER for whom the employee is requesting leave (This section must be completed before any of the below sections can be completed by a health care provider.]

Name of Employee Requesting Leave to Care for Covered Service Member:	
Name of Covered Military Service Member (for whom employee is requesting leave to care):	
Relationship to Employee:	□ Spouse □ Parent □ Son □ Daughter □ Next of Kin
Is the Covered Service Member a Current Member of the Regular Armed Forces, the National Guard or Reserves? □ Yes □ No If yes, please provide the Covered Service Member's military branch, rank, and unit to which he/she is currently assigned:	
Is the Covered Service Member assigned to a military medical treatment facility as an outpatient or to a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients (such as medical hold or warrior transition unit)? □ Yes □ No If yes, please provide the name of the medical treatment facility or unit:	
Is the Covered Service member on the Temporary Disability Retired List (TDRL)? □ Yes □ No	
Describe the care to be provided to the Covered Service Member and an estimate of the leave needed to provide the care:	

Section 2. For completed by: (1) a United Stated Department of Defense ("DOD") Health Care Provider or a Health Care Provider who is either (2) a United States Department of Veterans' Affairs ("VA") health care provider, (3) a DOD TRICARE network authorized healthcare provider; or (4) a DOD non-network TRICARE authorized private healthcare provider. If you are unable to make certain of the military-related determinations contained below in Part B, you are permitted to rely upon determination from an authorized DOD representative (such as a DOD recovery care coordinator). [Please ensure that Section 1 above has been completed before completing this section.] Please be sure to sign the form on the last page.

Health Care Provider's Name (please print):	
Health Care Provider's Signature:	
Date:	
Specialty/Type of Practice:	
Address:	
Phone Number:	
Fax Number:	
Please check what type of provider you are:	□ a DOD healthcare provider □ A VA healthcare provider □ a DOD TRICARE network authorized private healthcare provider □ a DOD non-network TRICARE authorized healthcare provider

Medical Status

Briefly state the medical facts regarding the Covered Service member's health condition for which FMLA leave is requested:	
Does the injury or illness render the Covered Service Member medically unfit to perform the duties of his or her office, grade, rank, or rating? □ Yes □ No	
Was the condition for which the Covered Service member is being treated incurred in the line of duty on active duty in the armed forces? ? □ Yes □ No	
Approximate date condition commenced:	
Probable duration of condition and/or need for care:	
Is the Covered Service member undergoing medical treatment, recuperation, or therapy? □ Yes □ No If yes, please describe medical treatment, recuperation, or therapy:	

Covered Service Member's Need for Care By Family Member

Will the Covered Service Member need care for a single continuous period of time, including any time for treatment and recover? ? □ Yes □ No If yes, estimate the beginning and ending dates for this period of time:

Beginning: Ending:		
Will the Covered Service Member require periodic follow-up treatment appointments? □ Yes □ No		
Is there a medical necessity for the Covered Service Member to have periodic care for these follow-up treatment appointments? ? □ Yes □ No		
Is there a medical necessity for the Covered Service member to have periodic care other than for scheduled follow up treatment appointments (e.g., episodic flare-ups of medical condition)? This can include assisting in the Covered Service Member's recover. □ Yes □ No If yes, please estimate the frequency and duration of the periodic care (e.g., 2 times per month for 6 months lasting 3 days):		
Frequency; Times Per	Week(s)	Months(s)
Duration Per Event:	Hours(s)	Day(s)

Health Care Provider's Name (please print):	
Health Care Provider's Signature:	
Date:	

Equal Employment Opportunity[43]

The Missouri Human Rights Act, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, and the Age Discrimination in Employment Act prohibit discrimination in any aspect of employment, including:

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;
- use of school facilities;
- training and apprenticeship programs;
- fringe benefits;
- pay, retirement plans, and disability leave; or
- other terms and conditions of employment.

Discriminatory practices under these laws also include:

- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;

- employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities; and

- denying employment opportunities to a person because of marriage to, or association with, an individual of a particular race, religion, national origin, or an individual with a disability. Title VII also prohibits discrimination because of participation in schools or places of worship associated with a particular racial, ethnic, or religious group.

Federal and state laws prohibit job discrimination for the following reasons:

Race, Color, Religion, Sex, or National Origin.

Title VII of the Civil Rights Act of 1964 prohibits discrimination (any adverse employment action) by employers with 15 or more employees on the basis of race, color, religion, sex (including pregnancy) or national origin (the country where a person was born). Discrimination based on national origin does not include discrimination based solely on a person's citizenship. In order to be actionable, the employment decision must have been materially adverse to the employee, generally meaning a loss of compensation, career prospects or humiliating change in work conditions.

[43] HR, 3.

1. The Civil Rights Act of 1866 prohibits discrimination against employee based upon their race. Race means identifiable classes of persons based upon their ancestry or ethnic characteristics. Employers are also prohibited from retaliating against their employees for asserting their rights to be free of discrimination.

2. Title VII's prohibition against sex discrimination covers sexual harassment and pregnancy. Unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment. Sexual harassment can occur in a variety of circumstances, including but not limited to:

    - The victim as well as the harasser may be a woman or man. The victim does not need to be of the opposite sex.
    - The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
    - The victim does not have to be the person harassed but could be anyone affected by the offensive conduct
    - Unlawful sexual harassment may occur without economic injury to or discharge of the victim
    - The harasser's conduct must be unwelcome.
    - Pregnancy, childbirth, and related medical conditions must be treated the same way as other temporary illnesses or conditions.

Age.

The Age Discrimination in Employment Act of 1967 (ADEA), prohibits discrimination against workers who are 40 years of age or older. It specifically bars:

Statements or specifications in job notices or advertisements of age preference and limitations. An age limit may only be specified in the rare circumstance where age has been proven to be a *bona fide* occupational qualification (BFOQ). In order to establish that age is a BFOQ, an employer must prove that the age limitation is necessary to the success of the business and that a definable group or class of employees would be unable to perform the job safely and effectively. Example: a mandatory retirement age for pilots for safety reasons. The Equal Employment Opportunity Commission ("EEOC") and federal courts interpret the BFOQ exception very narrowly and schools should consult legal counsel prior to including a BFOQ in a job description or advertisement;

Discrimination on the basis of age by apprenticeship programs, including join labor-management apprenticeship programs

Denial of benefits to older employees. An employer may reduce benefits based on age only if the cost of providing the reduced benefits to older workers is the same as the cost of providing benefits to younger workers.

The ADEA is applicable to employers with 20 or more employees.
The Missouri Human Rights Act makes it a misdemeanor to discriminate in hiring and employment against individuals between the ages of 40 and 70.

Disability.

1. The Rehabilitation Act of 1973 and the Americans with Disability Act of 1990 (ADA) prohibit employers from discriminating against qualified individuals with a disability.
2. Under the ADA, an employer is required to make a reasonable accommodation to a qualified individual with a disability unless doing so would impose an undue hardship on the operation of the employer's business.
3. Before making an offer of employment, an employer may ask an applicant about their ability to perform job functions, but an applicant may not be asked about the existence, nature, or severity of a disability.
4. A job offer may be conditioned on the results of a medical examination only if the examination is required for all entering employees in the same job category. Medical examinations of employees must be job-related and consistent with business necessity.

Drug and Alcohol Use.

Employees and job applicants are not protected by the ADA for use of illegal drugs when an employer acts on the basis of such use. Tests for illegal drug use are not considered medical examinations for the purpose of the ADA and are not subject to the restrictions discussed in C.4 above. Employers may hold employees who are illegal use illegal drugs and employees with alcoholism to the same performance standards as other employees.

Equal Pay.

The Equal Pay Act (EPA) and Missouri law prohibits employers from paying different wages to men and women are performing equal jobs.

1. Under the EPA, employers may not pay women and men different wags, where men and women perform work of similar skill, effort, and responsibility for the same employer under similar working conditions.
2. Employers may not reduce wages of either sex to equalize pay.
3. An employer may violate the EPA where a different wage was/is paid to a person who worked in the same job before or after an employee of the opposite sex.
4. An employer may also violate the EPA where a labor union causes the employer to violate the law.

Pregnancy.

The Pregnancy Discrimination Act (PDA) prohibits discrimination because of or on the basis of pregnancy, childbirth, or related medical conditions. Women

affected by pregnancy, childbirth or related medical conditions must be treated the same for all employment-related purposes, including receipt of benefits, as other persons not so affected but similar in their ability or inability to work. PDA applies to employers with 15 or more employees.

Bankruptcy.

Generally, federal law prohibits discrimination in employment decisions against people who have declared bankruptcy.

Equal Employment Opportunity Model Policy [required][44]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Equal Opportunity Employment

The School is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion, and contracted service. The School further commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, disability, age, gender, national origin, or sexual orientation.

The School's equal opportunity policy extends to prohibitions against unlawful harassment of students or employees because of the individual's race, color, religion, disability, age, gender, national origin, or sexual orientation.

SECTION 2. Non-Discrimination Against/Accommodation of Qualified Individuals with Disabilities

The (charter school) Board shall comply with the Americans with Disabilities Act (ADA) and applicable state and local laws providing for non-discrimination in employment against qualified individuals with disabilities. The (charter school) Board shall also provide reasonable accommodations for qualified individuals in accordance with these laws. The Board shall ensure that qualified individuals with disabilities are treated in a non-discriminatory manner in the pre-employment process and during active employment with (charter school).

Qualified applicants or (charter school) employees with disabilities should make formal requests in writing for accommodations.

[44] HR, App. B.

Workplace Harassment and Discrimination[45]

Employers should clearly communicate to employees that harassment or discriminatory practices will not be tolerated in the workplace via a thorough training program, an established complaint and grievance process and taking immediate and appropriate action when an employee complains (action may include, but is not limited to, training, counseling, warning, suspension or immediate dismissal). It should also be clearly communicated to employees that is unlawful for the employer to undertake retaliatory actions because the employee has filed a complaint alleging harassment or discriminatory practices in the workplace.

An employer should provide every employee with a copy of the policy and complaint procedure, and redistribute it periodically. Policies and procedures may be posted in central locations and incorporated into the employee handbook. The policy and complaint procedure should be written in a way that will be understood by all employees.

An anti-harassment policy and complaint procedure should contain, at a minimum, the following elements:

- A clear explanation of prohibited conduct;
- Assurance that employees who make complaints of harassment or provide information related to such complaints will be protected against retaliation;
- A clearly described complaint process that provides accessible avenues of complaint;
- Assurance that the employer will protect the confidentiality of harassment complaints to the extent possible;
- A complaint process that provides a prompt, thorough, and impartial investigation; and
- Assurance immediate and appropriate corrective action will be taken if it has been determined that harassment has occurred.

It is unlawful to retaliate against an individual for opposing employment practices that discriminate based on sex or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII.

[45] HR, 3.

Harassment Model Policy[required][46]

NOTE: This model policy and its exhibits DO NOT should not be used to investigate a sexual harassment complaint under Title IX.****
The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Unlawful Harassment

SECTION 1.1. In accordance with applicable law, the Board of (insert name of charter school) prohibits sexual harassment and harassment because of race, color, national origin, ancestry, religion, creed, physical or mental disability, marital status, age, or any other basis protected by federal, state or local law. (charter school) is committed to taking all reasonable steps to prevent harassment from occurring.

SECTION 1.2. Unlawful harassment because of sex, race, color, national origin, ancestry, religion, creed, physical or mental disability, marital status, age or any other protected characteristic includes, but is not limited to:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwanted sexual advances, invitations, or comments.
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.
- Physical conduct such as unwanted touching, blocking normal movement, or interfering with work directed at you because of your sex or any other protected basis.
- Threats and demands to submit to sexual requests in order to keep your job or avoid some other loss, and offers of job benefits in return for sexual favors.
- Retaliation for opposing, reporting or threatening to report harassment, or for participating in an investigation, proceeding or hearing conducted by an investigating agency.

SECTION 1.3. Prohibited harassment is not necessarily limited to the loss of a job or some other economic benefit. Prohibited harassment that impairs an employee's ability to work or emotional well-being at work is considered a violation of this policy and will not be tolerated.

SECTION 2. Reporting

SECTION 2.1. The (charter school) reporting procedure provides for an immediate, thorough and objective investigation of any harassment claim, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies to any

[46] HR, App. D.

employee subject to harassment. An employee may have a claim of harassment even if he or she has not lost a job or some economic benefit.

SECTION 2.1.1. If any employee believes he/she has been harassed on the job, or is aware of the harassment of others, the employee should provide a written or verbal report as soon as possible to their most immediate supervisor, unless the immediate supervisor is a part of the grievance, in which case the next most immediate individual in authority. The report should include details of the incident(s), the names of individuals involved, the names of any witnesses, direct quotes when relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

SECTION 2.1.2. All incidents of harassment that are reported will be thoroughly investigated and documented. (charter school) will endeavor to protect the privacy and confidentiality of all parties involved to the extent possible consistent with a thorough investigation.

SECTION 2.1.3. If the Board of ___(insert charter school) determines that harassment has occurred, it will take remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of harassment is substantiated, appropriate disciplinary action, up to and including termination, will be taken.

SECTION 3. Protection Against Retaliation

SECTION 3.1. Under federal law, retaliation against any employee by another employee or by the school for reporting, filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by the school or a federal or state enforcement agency is prohibited.

SECTION 3.1.1. Employees should report any retaliation to their most immediate supervisor, unless the immediate supervisor is a part of the grievance, in which case the next most immediate individual in authority.

SECTION 3.1.2. Any complaint will be immediately objectively and thoroughly investigated in accordance with the investigation procedure outlined above.

SECTION 3.1.3. If a report of retaliation is substantiated, appropriate disciplinary action, up to and including discharge, will be taken.

SECTION 4. Liability for Harassment

SECTION 4.1. Any employee, including any supervisor or manager, who is found to have engaged in unlawful harassment is subject to disciplinary action up to and including termination from employment. An employee who engages in harassment may be held personally liable for monetary damages, should a lawsuit be filed.

SECTION 5. Additional Enforcement Information

SECTION 5.1. Employees should be aware that the federal Equal Employment Opportunity Commission (EEOC) serves as a neutral fact finder to investigate and resolve harassment

complaints in employment. Employees who believe that they have been harassed may file a complaint directly with the EEOC by contacting the nearest office of the EEOC at (insert contact info).

Exhibit 1:

Responding to Agency Complaints of Harassment

Once the EEOC or the state agency receives a complaint of harassment, the agency conducts an investigation into the complaint. As part of that investigation, the agency allows the employer to respond to the allegations of the complaint in the form of a position statement. The following are some guidelines for attorneys and human resources personnel to follow when responding to an agency complaint and formulating a position statement:

1. Read the Complaint or Charge Carefully:
    - Check the date of the alleged harassment with the date the complaint/charge was filed.
    - Determine if the employer is covered by the statute.
    - Check for fatal flaws in the charge/complaint.
2. Think Through Your Response and What You Need:
    - Decide which persons need to be interviewed.
    - Decide what documents would be helpful.
    - Decide what data would be helpful.
3. Obtain Information:
    - Interview managers or supervisors involved in the decision.
    - Interview employees whenever appropriate.
4. Evaluate the Charge or Complaint:
    - Does the school have a harassment policy in place that is distributed to all employees?
    - Can the school establish that the complainant did not take advantage of school procedures for reporting harassment?
5. Consider Settlement:
    - Both federal and state agencies welcome pre-investigation settlement.
    - Consider having a separate settlement agreement in addition to standard agency settlement agreement.
6. Prepare Your Position Statement:
    - Prepare a thorough explanation of what happened.
7. Know the Law:
    - Know what the standards are for establishing harassment.
    - Did the school have knowledge of the harassment?
    - What are the school's defenses?
    - What will the Agency look for?

- Is there written documentation regarding the incident?
- What relevant school policies are applicable?
- Did the school have a harassment policy, and was it followed?

8. Consider Obtaining Extensions of Time:
    - Be aware that agencies frequently will grant additional time for an employer to respond to the charge/complaint.
9. The EEOC Investigation:
    - The EEOC may dismiss the charges once it receives the school's response.
    - The next step may be a request for additional information or for interviews.
    - The EEOC will dismiss the charge if there is no evidence of harassment.
10. If the EEOC makes a cause determination, it will invite the employer to engage in settlement discussions prior to any litigation.

Exhibit 2:

Harassment Investigation Checklist

1. Decide upon the order in which investigation interviews will be conducted.
    - Complainant
    - Alleged harasser
    - Coworkers and other witnesses
    - Supervisors of the complainant and alleged harasser
    - Second interview with the alleged harasser to discuss any factual questions as a result of the investigation.
2. Interview each witness separately in an office or room where the discussion will not be overheard by other witnesses, the alleged harasser, or any other unauthorized persons.
3. Two uninvolved managers should participate in the interview process. At least one of the investigating managers should be thoroughly familiar with harassment law and the School's harassment policies and procedures. One manager should be designated as the interviewer, and the other should act primarily as a witness and take notes of the discussion.
4. Before beginning the interview, explain the purpose of the interview by referring generally to recent complaints about the relationship between the complainant and the alleged harasser. Do not necessarily discuss the issue of unlawful harassment, so that you do not taint the witness' recollection of the events.
    - Emphasize that the School takes these charges very seriously and that the School is investigating these charges by interviewing all potential witnesses in compliance with School policy.
    - Explain that upon completion of the investigation, the School will attempt to determine what occurred, and will take appropriate action based on its determination.
    - Both the complainant and the alleged harasser should be advised that each will be apprised of the results of the investigation and any action taken.
    - Instruct each witness interviewed not to discuss the matters covered during the interview with any co-employee or the alleged harasser.
    - Explain to the witness that confidentiality is necessary to protect the integrity of the investigation and to ensure that the School receives trustworthy information in an atmosphere free from coercion.
    - Explain to the witness that School policy prohibits retaliation against anyone who complains of harassment or participates in an investigation, and that any acts of retaliation should be reported immediately

5. During the interviews:
    - Avoid leading questions.
    - Ask open ended, nonjudgmental questions.
    - Use investigation interview forms where appropriate.
    - Explain to all witnesses that retaliation will not be tolerated.
    - Avoid the appearance of impropriety or favoritism in conducting interviews.
    - Observe and record all physical and verbal reactions of witnesses.
    - Do not record conclusions regarding credibility.
    - Avoid judgmental statements or furthering of myths or stereotypes.
    - Explore the effect of alleged harassment on the complainant and any others affected
      (*i.e.*, psychological, emotional, physical, and financial).
6. Review the complainant's and the alleged harasser's personnel files.
7. Discuss investigation results and proposed action with the investigation team. This discussion should be limited to those with a need to know the results of the investigation, such as the complainant's supervisor, the alleged harasser's supervisor, and senior Human Resources department staff.
8. Consider credibility determinations. Factors include memory, perception, truthfulness, corroboration or lack of it, bias of witnesses, consistency, plausibility of accounts, and prior misconduct.
9. Review all evidence collected.
10. Make a decision.
11. Consider appropriate remedial action: consider a verbal warning, written warning, denial of bonus or pay raise, suspension, demotion, termination, or some combination. Also, consider providing harassment training to the harasser and to all employees.
12. Consider the following factors in determining the appropriate remedial action:
    - credibility of the complainant, alleged harasser, and other witnesses;
    - prior conduct, if any (*e.g.*, the alleged harasser);
    - prior discipline of the alleged harasser;
    - level of harassment, including the type and frequency of conduct;
    - alleged harasser's knowledge of school rules of conduct;
    - prior disciplinary "precedent" for identical, similar or analogous misconduct; and
    - public and employee relations issues.
13. Review the harassment investigation and findings.
    - Was the school harassment policy adequate?

- Were the employees aware of the terms of the harassment policy?
- Was the harassment complaint procedure adequate?
- Did the investigator uncover other issues which need to be addressed?

14. Implement changes to the harassment policies and procedures where appropriate.

Drug Free Workplace[47]

Schools may require applicants to be tested to determine whether they are **illegally** using drugs. However, applicants may not be required to take a pre-employment test to determine if they are using alcohol. Alcohol testing can be conducted only after an employer has extended the applicant a conditional offer of employment. The ADA permits post-employment alcohol testing of employees only when such tests are job related and consistent with business necessity. In all cases, employers should provide advance notice of testing policies.

It a charter school desires to implement a drug-free work place program, it must have a written policy regarding its drug-free and drug testing policies, use a testing facility which meets certain criteria, provide an employee assistance program, provide a semi-annual education program on substance abuse, and conduct supervisor training.

If an employer establishes a "drug-free workplace program" in compliance with state law, the employer is eligible for a discount on its workers' compensation insurance. The program must include all of the following:

- A written notice advising applicants and employees that they will be subject to testing;
- a written policy statement disseminated to employees explaining the types of testing that will be conducted, how results will be kept confidential, disciplinary action that will be taken for confirmed test results or for refusing to take a test, the employee assistance program, and how to contest the results;
- testing of all applicants after extending an offer of employment;
- testing of any employee who is reasonably believed to be using drugs or alcohol based on observable facts;
- testing of any employee who causes or has contributed to a workplace injury resulting in loss of work time;
- testing of any employee after he or she completes a rehabilitation program (but not required if the employee voluntarily entered the rehabilitation program). If follow up testing is conducted, the frequency of testing shall be at least once a year for a two year period following completion of the rehabilitation program and the employee shall not be given advance notice of the testing;
- proper collection and testing procedures (use of laboratories or onsite testing kits);

[47] HR, 8.

- maintenance of an employee assistance program or a resource file of independent assistance providers;
- semi-annual drug/alcohol abuse education programs for employees; and
- training of supervisors concerning how to handle drug/alcohol abuse.

Drug Free Workplace Model Policy[required][48]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

The unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited.

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, students, and other employees. Employees who display physical manifestations of drug or alcohol use while on duty may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to participate in and complete rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the School Leader of their conviction. Notification must be made by the employee to the School Leader within five (5) days of the conviction. Within ten (10) days, the School Leader will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

The School will institute a drug-free awareness program to inform employees of:

1. The dangers of drug and alcohol abuse in the workplace.
2. This policy of maintaining a drug-free workplace.
3. Available counseling and rehabilitation.
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as all other medical records.

The School's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, he/she will be subject to employment action in proportion to the performance problem.

[48] HR, App. C.

Implementation of this policy will not require or result in any special regulations, privileges, or exemptions from the standard administrative practice applicable to job performance requirements.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the School shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The School shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

Jury Duty and Military Duty[49]

Under Missouri law, an employer cannot terminate, discipline, threaten, or take adverse action against an employee on account of that employee's receipt of or response to a jury summons. Any employee discharged due to jury service may bring a civil action against his or her employer within ninety days of discharge for recovery of lost wages and other damages caused by the violation and for an order directing reinstatement of the employee.

Under federal law an employee who leaves a permanent position to perform state or federal military service must generally be restored to his or her previous position or a like position when the individual has received a valid certificate of completion by an officer of the applicable branch of the armed forces, is still qualified to perform the duties of the position, and applies for reenrollment.

[49] HR, 11.

Judicial, Military Duty, And Religious Leave Model Policy[50]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Purpose of Policy

SECTION 1.1. The purpose of the policy of the Board of (insert school) is to outline employee's rights regarding leave for judicial, military, and religious reasons.

SECTION 2. Types of Leave

SECTION 2.1. All (Charter School) employees shall be allowed a leave of absence without loss of pay and without deduction of any amounts otherwise received as compensation for service as an employee for the purpose of attending jury duty or a judicial proceeding in response to a subpoena or other court order or process arising out of the employee's duties as an employee of the school.

Employees who serve as jurors shall not have the jury leave deducted from sick or personal leave, and no employee utilizing jury leave shall be required to pay the cost of employing a substitute to serve in his/her absence. Employees who qualify for this leave may retain juror compensation.

SECTION 2.2. All (Charter School) employees will be paid for a maximum period of 15 working days for ordered military duty. Applicable federal and state laws will be followed.

SECTION 2.3. Leave for religious holidays may be granted to benefits eligible employees. Leave for religious holidays may not exceed three days per work year. The leave should be made up by the employee at a time mutually agreed upon by the employee and the (School Leader or other title), but shall not be deducted from sick or personal leave

SECTION 3. Notice

SECTION 3.1. Employees shall provide in writing to the (School Leader or other title) with a minimum of (two weeks) notice, or in the case of judicial duty, as soon as practicable, the need for leave under this policy. Notification should include the reason for the request for leave, the date(s) if known, and a copy of any supporting documentation such as a jury summons.

[50] HR, App. E.

Employment at Will[51]

Missouri recognizes the doctrine of "employment at will." According to Missouri statutes, employment at will means that in the absence of a written contract of employment for a defined duration, an employer can terminate an employee for good cause, bad cause, or no cause at all, so long as it is not an illegal cause (i.e., based on discrimination). If the school elects not to contract with its employees, the school should have all employees sign an "at-will" confirmation stating that they understand that, in accordance with Missouri law, they are considered an at-will employee.

If the school elects to enter into a formalized contract with an employee, the contract should contain, at a minimum, the following provisions:

- Title of the position;
- Authority of the employer related to making changes to the position, salary, duties, etc.
- Beginning and end dates of the contract;
- Any provisionary period and requirements for permanent employment;
- Compensation and benefits;
- Termination clauses;
- Signatures of the employee and the employer

[51] HR, 12.

Employment Status: At-Will or Contracted Employment Model Policy[52]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Employment Status.

SECTION 1.1. Employees of (Charter School) are considered (at-will or contracted) employees.

SECTION 1.2. Employees shall execute a(n) (At-Will Employment Agreement or Contract) demonstrating understanding of the conditions and expectations of employment at (Charter School).

SECTION 1.3. (Charter School) shall follow all requirements of the Fair Dismissal Act (or the terms of the agreed upon contract) should termination be necessary.

[52] HR, App. F.

Exhibit 1:

Sample Employment At Will Agreement

This Employment Agreement ("Agreement") is made and entered into on _____, 20__ by and between _____(insert school name) whose place of business is located at _____ (insert school address) (hereinafter referred to as "Employer") and _____ (insert employee's full name) whose present residence is _____ (insert employee address) ("hereinafter referred to as "Employee".)

Whereas, in consideration of the mutual covenants set forth below, Employer agrees to hire Employee as an at will employee and Employee agrees to work for Employer as set forth in this Agreement.

1. DESCRIPTION OF DUTIES

A. Name of Position

The Employee shall be employed in the capacity of _____ (insert title of the position.) Nothing in this agreement shall hinder the employer from changing the title of the position upon notice to Employee.

B. Essential Job Functions and Duties

The essential job functions or duties of this position are as follows:

_____

_____

Employee shall also perform such other duties as are customarily performed by other persons in similar such positions, as well as such other duties as may be assigned from time to time by the Employer to meet the mission of the school.

***C.* Duty of Loyalty and Best Efforts**

Employee shall devote all of his/her working time, attention, knowledge, and skills to Employer's business interests and shall do so in good faith, with best efforts, and to the reasonable satisfaction of the Employer. Employee understands that he or she shall only be entitled to the compensation, benefits, and profits as set forth in this Agreement. Employee agrees to refrain from any interest, of any kind whatsoever, in any business competitive with or contrary to Employer's business. The Employee further acknowledges they will not engage in any form of activity that produces a "conflict of interest" with those of the Employer unless agreed to in advance and in writing.

D. Place and Hours of Employment

Employee agrees that their duties shall be primarily rendered on school premises or at such other places as the Employer shall in good faith require to conduct school operations including but not limited to extracurricular activity locations and fieldtrip locations. Full time service for the Employee is expected which requires a minimum of _____ hours per week, exclusive of vacation, or any other form of leave as described within this Agreement.

2. PERFORMANCE TERMS

Based on representations made by the Employee, as well as expectations of the Employer, the following performance terms are entered into: (insert performance expectations required of the position):

_____

_____

_____

The Employee understands that failure to reach said benchmarks or performance terms may result in reassignment, demotion, or termination. Employee further understands that reaching these benchmarks or performance terms constitutes a reasonable and substantial condition of employment but does not in any way guarantee or promise continued employment.

3. COMPENSATION TERMS

A. Base Compensation

Employee shall receive a [salary/wage] of _____ per [hour/week/month] payable in equal installments on the [___ day] of each month. Employer shall deduct or withhold from compensation any and all sums required for federal income and social security taxes, as well as all state or local taxes now applicable or that may become applicable to Employee or Employer in the future.

B. Additional Compensation [if applicable]

Additional compensation shall be provided in the amount of (insert amount) under the following [conditions/terms]:

_____

_____

_____

C. Exempt Status [if applicable]

Employee understands that at all times they are employed as a salaried/exempt employee and, therefore, he/she is not entitled to overtime wages. Employee shall not receive overtime compensation for the services performed under this Agreement, unless specifically agreed to in writing.

OR

Non-Exempt Status [if applicable]

Employee understands that at all times they are employed as an hourly/non-exempt employee, and therefore, he/she is entitled to overtime wages. Employee shall not receive overtime compensation for services performed under this agreement, unless overtime work is authorized in advance by an immediate supervisor.

D. Incentive Programs

[Insert or reference to any incentive programs that your school may have.]

E. Expense Reimbursement

Employee [shall][shall not] be entitled to reimbursement of any or all authorized and reasonably incurred expenses incurred in the performance of the functions and duties under this Agreement. In order to receive reimbursement, Employee must follow the school's financial policies and procedures with respect to advance authorization of reimbursed expenditures, and then timely provide Employer with an itemized account of all expenditures, along with suitable receipts.

F. Retirement

Employee [will][will not] be eligible to participate in the Teacher Retirement System (TRS). [Refer to those summary plan description documents or other documentation which outlines the payments of these benefits. To the extent they are the same as those of other employees simply refer to those provisions set forth in the Employee Handbook.]

[insert any additional retirement or investment options provided by the school.]

G. Salary Adjustments

[Salary] adjustments are based on earned QBE revenue from the state of Missouri and thus salaries may be increased or decreased based on funds appropriated to the school.

4. BENEFITS

A. Insurance

Employer will supply [health, dental, vision, disability, life, other] insurance benefits after [30] days of employment. Please refer to the summary plan descriptions for each benefit.

B. Professional Licenses

[Employee is obligated to maintain any of those professional licenses necessary for the carrying out the functions and duties set forth in this Agreement. Said licenses include, but are not limited to Missouri Teacher Certification (renewable or non-renewable.) Furthermore, Employee is required to meet all requirements related to Highly Qualified Status for educators in the State of Missouri.]

C. Personal and Professional Leave

Employer's personal and professional leave are provided for the following reasons:

_____

_____

_____

[insert any specific provisions related to accrual of leave or provisions for taking it.]

[Please refer to the Employee Handbook for more specifics regarding personal and professional leave.]

D. Additional Benefits

[Place additional benefits here or refer to Employee Handbook.]

5. TERMINATION

A. "At Will" Employment

Employee's employment with Employer is "at will." "At will" is defined as allowing either Employee or Employer to terminate the Agreement at any time, for any reason permitted by law, with or without cause and with or without notice.

6. COVENANTS

A. Non-Disclosure of Trade Secrets, Customer Lists, and Other Proprietary Information
Employee agrees not to use, disclose, or communicate, in any manner, proprietary information about Employer, its operations, students, staff, board, or any other proprietary information, that relate to the business of Employer. Employee understands that any breach of this provision, or of any other Confidentiality and Non-Disclosure Agreement, is a material breach of this Agreement.

To the extent Employee feels that they need to disclose confidential information, they may do so only after being authorized to so do in writing by Employer.

B. Adherence to Employer's Policies, Procedures, Rules, and Regulations

Employee agrees to adhere by all of the policies, procedures, rules and regulations set forth by the Employer. These policies, procedures, rules and regulations include, but are not limited to, those set forth within the Employee Handbook, any summary benefit plan descriptions, or any other personnel practices or policies of the Employer. To the extent that Employer's policies, procedures, rules and regulations conflict with the terms of this Agreement, the specific terms of this Agreement will control.

***C.* Covenant to Notify Management of Unlawful Acts or Practices**

Employee agrees to abide by the legal and ethics policies of Employer as well as Employer's other rules, regulations, policies, and procedures. Employer intends to comply in full with all governmental laws and regulations. In the event that Employee is aware of Employer, or any of its officers, agents or employees, violating any such laws ethics codes, rules, regulations, policies or procedures, Employee agrees to bring forth all such actual and suspected violations to the attention of Employer immediately so that the matter may be properly investigated and appropriate action taken.

7. PROPERTY

A. Records and Work Products

Employee agrees that all those records and work products created, utilized, or maintained during the course of employment are the property of Employer, shall remain current and be maintained at Employer's place of business.

B. Return Upon Termination

Employee agrees that upon termination they will return to Employer all of Employer's property, including, but not limited to, intellectual property, student, staff, or governing board lists, operation manuals, employee handbook, records and accounts, materials subject to copyright, trademark, or patent protection, student and Employer information, credit cards, business documents, student records, reports, keys, passes, and security devices.

C. Copyrights, Inventions and Patents

Employee understands that any copyrights, inventions or patents created or obtained, in part or whole, by Employee during the course of this Agreement are to be considered "works for hire" and are the property of Employer. Employee assigns to Employer all rights and interest in any copyright, invention, patents, or other property related to the business of the Employer. **[If Employee is working on patentable material it is recommended that the school enter into a separate patent assignment agreement.]**

8. INDEMNIFICATION FOR THIRD PARTY CLAIMS

Employee hereby agrees to indemnify, defend, save, and hold harmless Employer, its shareholders, officers, directors, and other agents (other than Employee) from and against all claims, liabilities, causes of action, damages, judgments, attorneys' fees, court costs, and expenses which arise out of or are related to the Employee's performance of this Agreement, failure to perform job functions or duties as required, or result from conduct while engaging in any activity outside the scope of this Agreement, before, during, or after the termination of this Agreement. Employee understands that this obligation of indemnification survives the expiration or termination of this Agreement. **[It is common for employees to also request indemnification where the employer exposes them to a lawsuit. Have the employee formally request this provision.]**

9. MEDIATION AND BINDING ARBITRATION

Employer and Employee agree to first mediate and may then submit to binding arbitration any claims that they may have against each other, of any nature whatsoever, other than those prohibited by law or for workers' compensation, unemployment or disability benefits, pursuit to the rules of the American Arbitration Association.

10. LIMITATION OF DAMAGES

Employee agrees and stipulates that any remedies they may have for the breach of any employment related obligation, whether under law or by way of contract, shall be limited to the equivalent of six (6) months' salary of Employee where allowed by law. This limitation is inclusive of any claims for special damages, general damages, compensatory damages, loss of income, emotional damages, or punitive damages.

11. ATTORNEYS' FEES AND COSTS

Employee and Employer agree that should any action be instituted by either party against the other regarding the enforcement of the terms of this agreement, the prevailing party will be entitled to all of its expenses related to such litigation including, but not limited to, reasonable attorneys' fees and costs, both before and after judgment.

12. MISCELLANEOUS PROVISIONS

A. Accuracy of Representations

Employee understands that any projections regarding the financial status or potential for growth of this Employer are matters of opinion only and do not constitute a legally binding representation. Employee agrees that they have had the opportunity to conduct due diligence of Employer and are satisfied with the representations that have been made.

B. Notices

Employee agrees that any notices that required under this Agreement shall be given in writing, sent by certified mail, return receipt requested, to the School Leader at the place of business of the Employer, or residence of the Employee as set forth herein.

C. Entire Agreement

This Agreement represents the complete and exclusive statement of the employment agreement between the Employer and Employee. This Agreement supersedes any and all prior Agreements or understandings between the parties, including letters of intent or understanding, except for those documents specifically referred to in this Agreement.

D. Modifications

Employee and Employer agree that this writing, along with those Agreements referred to in it, including, but not limited to, the Employee Handbook and **[Non-Disclosure Agreement or any other applicable agreement]**, constitutes the entirety of the Employment Agreement between the parties. Any modifications to this Agreement may only be done in writing and must be signed by [an officer] of Employer.

E. Severability of Agreement

To the extent that any provision hereof is deemed unenforceable, all remaining provisions of this Agreement shall not be affected thereby and shall remain in full force and effect.

F. Waiver of Breach

The waiver by Employer of a breach of any provision of this Agreement by Employee shall not operate as a waiver of any subsequent breach by the Employee. No waiver shall be valid unless placed in writing and signed by [an officer] of Employer.

G. Ambiguities Related to Drafting

Employer and Employee agree that any ambiguity created by this document will not be construed against the drafter of same.

H. Choice of Law, Jurisdiction and Venue

Employee agrees that this Agreement shall be interpreted and construed in accordance with the laws of the State of Missouri and that should any claims be brought against Employer related to terms or conditions of employment it shall be brought within a court of competent jurisdiction within the county of [____, Missouri]. Employee also consents to jurisdiction of any claims by Employer related to the terms or conditions of employment by a court of competent jurisdiction within the county of [_____, Missouri].

I. Submission to Drug Testing

Employee agrees and understands that it is the policy of Employer to maintain a drug-free work place. Employee consents to a pre-hire drug test. Employee understands that

Employer has the right, upon reasonable suspicion, to demand that Employee immediately undergo testing for the presence of illegal or inappropriate drug usage.

J. Statute of Limitations

Employee has a one-year statute of limitation for the filing of any requests for mediation, or arbitration, or for any lawsuit related to this Agreement or the terms and conditions of their employment. If said claim is filed more than one year subsequent to Employee's last day of employment it is precluded by this provision, regardless of whether the claim had accrued at that time or not.

Employee's Signature	Date
Employee's Name Printed	
School Representative	Date

Prospective Employees[53]

A. Interviewing

It is surprisingly easy to unintentionally break civil rights, anti-discrimination, and other laws during an interview. For all intents and purposes, during an interview one should avoid asking any questions related to:

- Race
- Color
- Sex
- Religion
- National origin
- Birthplace
- Age
- Disability
- Marital/family status (including pregnancy)

B. Offer Letters

An offer letter is a formal written means of extending an offer of employment and is a good employment practice. Offer letters should state the following:

- Official title of the position being offered;
- Salary;
- Benefits (health, retirement, etc.);
- Instructions for accepting or declining the offer

C. Documentation

Federal and state laws require employers to report newly hired and rehired employees.
All employers in Missouri must report each newly hired employee to the Department of Revenue within **20** calendar days of hire. "Date of hire" is defined as the date the employee reports to work or the date the employee signs the federal W-4 form, whichever is earlier. If you are an employer in Missouri, you may choose the form you use to report new hires. You must send either a copy of the federal W-4 form or a different form containing the following information to the Department of Revenue. § 285.300, RSMo.

[53] HR, 12.

- Employee's name, address and Social Security number
- Employer's name, address and federal employer identification number
- Either the employee's date of hire or the date the employee signed the W-4 form (your option)

Additional information regarding new hire reporting can be found at the Missouri Department of Social Services New Hire Reporting website: https://www.missouriemployer.dss.mo.gov/NewHireInfo.aspx

Federal immigration laws require employers to complete an INS Form I-9 to verify each employee's authorization to work in the U.S. The laws establish fines and criminal penalties for employers that knowingly hire unauthorized aliens. The laws also establish procedures for hiring on a temporary or permanent basis certain aliens, including skilled workers and professionals in occupations with shortages of qualified U.S. workers.

In addition, new employees should execute either an "at-will" confirmation OR a contract, as well as sign the employee handbook.

Professional Personnel Hiring and Recruitment Model Policy[54]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Authority to Hire

SECTION 1.1. The Governing Board shall approve through formal resolution or through an approved budget all positions for employment.

SECTION 2. Recruitment.

SECTION 2.1. All public announcements for positions and vacancies shall assure applicants of nondiscrimination on the basis of race, color, national origin, sex, age, religion, or handicap. Public announcements shall include only the following information: title of the position, full or part time status, salary range, job description, certification requirements, and start date.

SECTION 2.2. All job announcements for all certificated positions shall be published on the school's website and sent to appropriate third parties, including colleges, universities, The Missouri Charter Public School Association, and other agencies or employment organizations.

SECTION 2.3. Public notice shall be provided for no less than two weeks prior to hiring of a position.

SECTION 2.4. The School Leader or Governing Board may elect to hire a qualified internal candidate in lieu of or in addition to publicly posting the position.

SECTION 3. Qualifications

SECTION 3.1. The (Charter School) shall endeavor to hire the most highly qualified individual to execute the functions of the posted position. The (Charter School) will give strong consideration to the following qualifications:

1. (**When applicable**) Demonstrated global awareness as evidenced by international travel or study abroad, ability to read and understand one or more languages, which may include sign language, and/or other relevant experiences;
2. Advanced degrees;
3. High academic achievement;
4. Experience in a charter school setting;
5. Competency in the use of technology that would enhance the instructional program;
6. Demonstrated leadership potential;

[54] HR, App. G.

7. Demonstrated ability and/or desire to work with students from demographic backgrounds the (Charter School) serves;
8. Experience with community-based and/or parental involvement activities;
9. Exemplary written and oral communication skills;
10. Demonstrated effective management and instructional practices;
11. Professionalism in demeanor and appearance;
12. Certification by a national certification agency;
13. Certification from the state of Missouri or eligibility for such; and
14. Willingness to work with athletics and extra-curricular activities.

This profile is not all-inclusive and may change depending on the school's needs at the time of hire.

The Board's ultimate goal is to attract and retain highly competent individuals who share the school's mission and who will provide the best educational opportunities possible for our students.

Personnel Evaluations Model Policy[required][55]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Staff Observations and Evaluations

SECTION 1.1. The (School Leader or other title) shall be formally evaluated by the Governing Board on at least an annual basis using an established evaluation instrument adopted by the Governing Board.

SECTION 1.2. Each certified staff member shall be formally observed and evaluated by the (School leader or other title) on at least an annual basis using an established evaluation instrument adopted by the Governing Board.

[55] HR, App. H.

SECTION 1.3. Each classified staff member shall be formally evaluated by the (School Leader or other title) on at least an annual basis using an established evaluation instrument adopted by the Governing Board.

SECTION 1.4. The (School Leader or other title) shall provide a copy of the observation rating, notes, and any other documentation obtained or used during observation or evaluation.

SECTION 1.4.1. The Employee shall have the right to acknowledge acceptance of the evaluation or to dissent and provide written commentary with the dissent; however, the document, regardless of acknowledgment or dissent, shall remain a part of the staff member's personnel record throughout the duration of employment.

SECTION 1.4.2. Employees may elect to follow the school's grievance policy related to dissent of any evaluations. The decision of the Governing Board or its designated committee is considered final.

Employee Dress Code Model Policy[56]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Purpose of Employee Dress Code

The purpose of establishing an employee dress code is to provide an example of appropriate attire that:

- Clearly distinguishes staff from students;
- Models modesty and professionalism; and
- Is functional given the nature of the position

SECTION 2. Dress Code

SECTION 2.1. An employee who is inappropriately dressed, in the opinion of the (School Leader or other title), may be sent home and required to return to work in acceptable attire. The employee shall not be paid for time away from work.

SECTION 2.2. Appropriate dress includes but is not limited to:

- Business suits/coordinated pants suits
- Collared shirts with and without ties
- Skirts
- Dresses
- Slacks
- Sweaters, blouses, knit tops, jackets
- Coordinated dress shorts ensemble with appropriate shoes and hosiery
- Sweatshirts and tee shirts with school-related insignia
- Appropriate shoes
- Attire in accordance with the environmental requirements for specific job assignments

SECTION 2.3. To ensure that employees are professionally attired, the following are considered unacceptable:

- Shorts (except for physical education)
- Jeans, including overalls, of any color (acceptable only for special projects or activities or related to specific job assignments)
- Hats/headwraps

[56] HR, App. I.

- Immodest dress such as a dress which is too short (more than three inches above the knees) or tight or otherwise revealing
- Oversized tee shirts and undershirts
- Leggings/spandex
- Tank tops
- See-through clothing
- Sundress without a jacket
- Clothing that exposes the midriff
- Extremely low cut dresses and blouses
- Exercise/jogging suit
- Other attire as deemed inappropriate by the School Leader

SECTION 2.4. The (insert name of Charter School) Governing Board recognizes that there are occasions when individuals may need to wear specific attire due to medical reasons or as part of a bona fide personal religious practice. When such is the case, the employee shall provide documentation to the (School Leader or other title) of the medical necessity or the bona fide personal religious practice that gives rise to the need for deviation from this policy.
SECTION 2.5. In addition, some job functions necessitate attire that may otherwise be considered "inappropriate" (i.e., Physical Education teachers may wear exercise attire). The [School Leader or other title] has the discretion to authorize a deviation from this policy.

Staff Complaints And Grievances Model Policy [required][57]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.
SECTION 1. Intent of the Policy
SECTION 1.1. The purpose of this policy is to provide a process for employees or applicants to reach solutions to problems, disputes, or controversies at the lowest administrative level, as fairly and as expeditiously as possible.

SECTION 1.2. This policy also addresses employees or applicants who allege discrimination or harassment on the basis of age, gender, race, color, religion, national origin, disability, or any other basis expressly prohibited by law.

SECTION 2. Definitions
SECTION 2.1. Complaint - A complaint means any claim or grievance by an employee who is affected in his or her employment relationship by an alleged violation of applicable statutes, policies, rules, regulations, or written agreements with which the Board is required to comply. In accordance with this policy, a complaint may also be filed by a job applicant.

SECTION 2.2. Employee - Employee shall mean any person hired by the Board to perform services either full or part-time.

SECTION 2.3. Days - Days shall mean working days exclusive of Saturday, Sunday, or official holidays unless otherwise noted.

SECTION 2.4. School Leader - Employee possessing that degree of administrative authority.

SECTION 2.5. Parties in Interest - Any persons involved in the processing and investigation of the complaint.

SECTION 2.6. Complaint File - A file maintained by the (School leader or other title) containing documents relevant to the complaint. This shall be separate from the personnel file and shall be open to parties in interest only.

SECTION 2.7. Board - The Governing Board of (charter school name).

[57] HR, App. J.

SECTION 2.8. Notification - Means delivery in person to the party entitled to notification, or deposit in the United States Mail, certified mail, return receipt requested, to the last known address of the party notified.
SECTION 3. Procedure for Notice, Hearing Rights, Evidence Representation, Decisions, and Record
SECTION 3.1 This complaint and grievance procedure is applicable to any claim by any employee or applicant of (charter school name) who is affected in his or her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies, rules, regulations, or written agreements with which the school is required to comply.

SECTION 3.2 The Board will ensure that a complaint is processed as expeditiously as is practicable. The initial complaint should be made in writing and should clearly state that the complainant wishes to utilize the Complaints and Grievances Policy, the nature of the complaint and specific statute, policy, rule, regulations, or written agreements that have allegedly been violated. The written request should be received by the charter school's office via certified mail at the following address (insert school's address).

SECTION 4.2. The complainant and all parties in interest shall be adequately notified of the time and place of the initial meeting and any appeal of the initial decision in writing by hand delivered or certified mail.

SECTION 4.3. The complainant and the individual(s) accused of the violation shall be entitled to an opportunity to be heard, to present relevant evidence, and to examine witnesses.

SECTION 4.4. The Governing Board may appoint a member of the State Bar to serve as law officer who shall rule on all issues of law and other objections, but such attorney shall not assist in the presentation of the case for either party.

SECTION 4.5. At each level, an accurate record of the proceeding must be kept by mechanical means and all evidence shall be preserved and made available to the parties involved; all cost and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties; except that the cost of preparing and preserving the record of the proceedings shall be borne by the Governing Board; provided however, the cost of transcribing the transcript of evidence and proceedings before the Board shall be borne by the party requesting same, and all costs of the records on appeal to the superior courts and appellate courts shall be paid by the party required to do so by the laws relating thereto.

SECTION 4.6 The overall time frame from the initiation of the complaint until rendition of the decision by the Governing Board and notification thereof to the complainant shall not exceed thirty (30) days. In no instance shall there be more than ten (10) calendar days between the most recent alleged act about which a complaint may be filed and the first written notice of complaint is received nor shall there be more than ten (10) calendar days between the decision at any level and the date the appeal to the next level is received.

SECTION 4.7. Decisions at each level shall be in writing and dated. Each decision shall contain findings of fact and reasons for the particular resolution reached. The decision

reached at each complaint level shall be sent to the complainant by certified mail or hand delivered by a person designated by the (School Leader or other title) within twenty (20) business days of the hearing.

SECTION 4.8. The decision at each level shall be delivered to the complainant and the affected parties by a person designated by the (School Leader or other title) either by (1) being hand delivered or (2) being deposited in the U.S. Mail (certified mail, return receipt requested). Notice to the complainant shall be deemed to have been made on the date of hand delivery or on the date of deposit in the U.S. Mail by certified mail, return receipt requested to the address stated in the complaint or, if not contained in the complaint, to the last known address of the complainant on file with the Governing Board.
SECTION 4.9. If the complainant is dissatisfied with the review of the supervisor's decision, he or she must forward an appeal to the (insert title) within ten (10) working days. The appeal shall be in writing and include the reason(s) for the appeal. The (insert title) will notify the School Leader or his/her designee that a timely appeal has been received. A copy of all complaints involving appeal reviews will be forwarded to (insert title).

SECTION 4.10 The complainant and the individual(s) alleged to be in violation are entitled to the presence of an individual of his/her choice to assist in the presentation of the complaint at the Governing Board level. At the Board level nothing shall prevent the Board from having an attorney present to serve as the law officer who shall rule on issues of law and who shall not participate in the presentation of the case for the School Leader or the complainant.

SECTION 4.11. The Board, when hearing an appeal from the initial hearing, shall hear the complaint *de novo*. The complainant cannot present additional evidence at the Governing Board level of the complaint process, unless it is determined by the School Leader presiding over the complaint that such evidence is relevant to the issues presented at the initial hearing and such evidence was either not made available by the administration or not discoverable by the complainant or unless it is presented and received in writing to the person presiding over the complaint at least five (5) days prior to the set date for the Governing Board hearing. A committee of the board will conduct the appeal proceeding within fifteen (15) working days and, within twenty (20) working days after the conclusion of the proceeding, will render a final decision.

SECTION 4.12. The time limits specified in this complaint procedure will be observed and applied strictly and will not be extended without the prior written consent of the employee and the applicable level of supervision responsible for the review. If an employee fails to comply with any time limit, the complaint shall be deemed automatically withdrawn and the proceeding terminated.

SECTION 5. Prohibited Reprisal Provision

SECTION 5.1. No reprisals of any kind shall be taken by the Board or by any member of the administration against any complainant as a result of participation in the complaint process.

SECTION 6. Collection of Information

SECTION 6.1. Nothing in this policy shall be construed to limit any other fact finder or decision maker from using any equitable means available to establish the truth or the circumstances pertinent to the complaint, provided that the complainant shall have an opportunity to respond to any information considered by the decision maker in reaching a conclusion.

Personal Leave Model Policy [required][58]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Sick Leave
SECTION 1.1. Full-time employees (twenty or more hours per week) of the school shall be eligible for up to (xxx hours/days) sick leave. Employees paid on a part-time, seasonal, or temporary basis are not eligible for leave benefits.
SECTION 1.2. Sick leave for full time employees is earned at the rate of (xxx) days per month times the number of months worked, with unused days accumulated up to (xxx) days, plus applicable number of days for the current year to a maximum of (xxx) days.
SECTION 1.3. Employees working less than 40 hours per week will earn a pro-rated share of sick leave.
SECTION 1.4. Teachers earn sick leave during their ten-month work year. An employee must be at work or on paid leave 13 days within a month to earn sick leave.
SECTION 1.5. Should an employee not complete a contract, all sick leave days used but unearned will be deducted from the last salary payment. An employee who is absent due to sick leave after tendering resignation will have a resignation effective date as of the last day actively at work unless a physician's statement of disability is provided.

SECTION 1.6. Certified employees who are absent from work may remain on the requisition as long as the teacher is in-state pay status. However, that person will receive full pay for the remainder of unused sick leave. An employee will not be on payroll thereafter unless actually present.

SECTION 1.7. Upon the approval of the (School Leader or other title), an employee may utilize sick leave for the following reasons:

[58] HR, App. K.

- absence due to illness or injury;
- absence due to exposure to contagious disease necessitated to protect the health of others who might be endangered by his/her attendance on duty;
- absence due to an illness or death in the employee's immediate family. Immediate family includes spouse, children, mother, father, brothers, sisters, grandparents, in-law equivalent of the above and any relative residing in the employee's home.

SECTION 1.9. Employees absent for other than approved reasons, or absent after sick leave has been exhausted, shall have deducted from their paycheck their daily rate of pay for each day's absence not covered by leave or unapproved.

SECTION 1.10. When an employee terminates employment with (charter school name) and immediately retires, he/she will be compensated for unused sick leave hours up to the maximum of (1,000) hours.

SECTION 1.10.1. Retirement requires at least (xxx days) notification. Budget adjustments for accumulated and unused sick leave must be approved by the Governing Board.

SECTION 1.10.2. This payment will be made one month after the employee received his/her final check or in the next payroll cycle following board resolution for budget adjustment, whichever comes sooner.

SECTION 2. Personal Leave

SECTION 2.1. Per fiscal year, an employee may use up to a maximum of (three) days of any accumulated sick leave for personal or professional reasons if prior approval of their absence is given by the (School Leader or other title).

SECTION 2.2. No grant of approval for an absence permitted under this policy section shall be conditioned upon disclosure of the specific purpose for which such absence is sought, nor shall any such grant of approval be withheld or denied because of the failure or refusal of the employee to disclose the specific purpose for which an absence is sought, provided that the employee may be requested to state whether the absence is sought under the category of "personal" or "professional" absence.

SECTION 3. Adoption Leave

SECTION 3.1. Employees may use sick leave during the first six (6) calendar weeks of adoption leave. Certification from the adoption agency or the attorney who arranges the adoption is required.

SECTION 4. Vacation for 12 Month Employees

SECTION 4.1. Vacation schedule applies for all twelve month employees. Service refers to continuous (charter school name) service.

SECTION 4.2. Annual employees will accumulate vacation on a monthly basis, with the

number of days earned calculated by using the total vacation days earned per year divided by twelve. An employee must be at work or on paid leave 13 days within a month to earn vacation leave.

SECTION 4.2.1. For vacation purposes, the length of employment will be determined on the anniversary date of employment.

SECTION 4.2.2. Earned vacation for 12 month employees shall be calculated as follows):

1 - 5 years service	(12) days
6 -10 years service	(15) days
11 -15 years service	(18) days
16 -20 years service	(21) days
over 20 years service	(24) days

SECTION 4.3. Vacation leave that is unused may not be carried over to the next (fiscal/school) year.

SECTION 4.4. All vacation leave is subject to approval by the (School Leader or other title).

SECTION 4.5. At the time of termination, employees will receive pay for earned vacation up to 24 earned days. This may be added to longevity at retirement.

SECTION 4.6. Earned vacation (may/may not) be used in order to extend sick leave.

SECTION 4.7. Holidays for (charter school) twelve month employees:

No. of Working Days Holidays

(1) New Year's Day
(1) Martin Luther King's Birthday
(1) Spring Holidays
(1) Memorial Day
(1) Independence Day
(1) Labor Day
(2) Thanksgiving
(7) Winter Holidays (subject to vary yearly)

SECTION 4.8. The Board (will/will not) grant extended leaves of absence. (All extended leaves of absence will be without pay, and extended leave will be for not more than (12) months unless approved by the (School Leader or other title). In order to qualify for

extended leave, an employee must have completed at least (three) full years of service with (charter school name.)

Extended leaves of absence may be granted for the following reasons:
- Continuing Education
- Health Issues
- Child-Care Reasons
- Run for political office

SECTION 4.8.1. If an employee is elected to political office, extended leave may be granted that will be sufficient to allow the person to serve one full term if such service would interfere with the employee's responsibility to the Board.

SECTION 4.8.2. The employee shall be entitled to return to active employment upon written request for reassignment and contingent upon a vacancy in the field in which he/she was employed when the leave was granted. Such an employee shall be given preference equal to that given to any other applicant returning from a period of extended leave.

SECTION 4.8.3. An employee who does not use his/her leave for the purpose requested shall forfeit all rights and privileges provided for under the policy. He/she shall be considered as having resigned from (charter school name), effective as of the beginning date of the approved leave.

Communicable Diseases Model Policy [required][59]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.
SECTION 1. Purpose of Policy
SECTION 1.1. The Governing Board intends to ensure that no individual has potentially harmful exposure to infection or diseases.
SECTION 2. Definitions.
SECTION 2.1. Communicable disease: a disease that can be directly or indirectly transmitted from one person to another.

SECTION 2.2. HIV infection: an infection in which the human immuno-deficiency virus is present.

SECTION 3. Protections

SECTION 3.1. No student shall be denied access to nor shall an otherwise qualified individual be denied employment in the educational programs of the Governing Board solely because he or she is infected with a communicable disease or HIV infection.

SECTION 3.2. A student or employee who is infected with a communicable disease or HIV infection will remain in his or her educational or employment setting unless he or she presents a significant risk of contagion as determined by the Governing Board after consultation with the student's or employee's physician, public health official

[59] HR, App. M.

knowledgeable about the disease and/or the Board's physician if in the judgment of the (School Leader or other title) it is necessary to consult a private physician.

SECTION 4. Prevention of Transmission

SECTION 4.1. Each year, the (School Leader of other title) shall provide educational opportunities and review of this policy for all employees to become informed concerning transmissions of communicable disease and HIV infection.

SECTION 4.1.1. Education and policy review shall include procedures to reduce the risk of transmitting communicable diseases and HIV infection, including precautions to be taken in handling bodily fluids and blood whenever necessary. Handling blood and body fluids shall be in a manner consistent with the Center for Disease Control's Universal Precautions for Handling Blood and Body Fluids.

SECTION 5. Identification of Potential Risks

SECTION 5.1. Whether or not an infected individual presents a significant risk of contagion shall be determined based upon reasonable medical judgment given the state of medical knowledge about:

- The nature of the risk; i.e., how long the disease is transmitted; The duration of the risk; i.e., how long the carrier is infectious; The severity of the risk; i.e., the degree of potential harm to third parties; and
- The probability that the disease will be transmitted and will cause varying degrees of harm.

SECTION 5.1. Once the student's or employee's medical condition has been determined, the (School Leader or other title) shall consult with the student's or employee's physician, a public health official knowledgeable about the disease and/or a physician employed by the Governing Board at the option of the Board in order to determine whether reasonable accommodations will allow the student to perform in the classroom or other educational setting or the employee to meet the essential functions of his or her job.

SECTION 5.2. If an accommodation that does not impose undue financial hardship or administrative burdens can be made, then neither student nor employee shall be denied the right to participate in Governing Board programs or to be employed by the Board.

SECTION 5.3. In order that the Board may have time to obtain a reasonable medical judgment concerning the student or employee who is infected by a communicable disease, the (School Leader or other title) is authorized to remove the infected student or employee from Board programs or employment for a period not to exceed ten days during which time the Board shall make a decision as to whether the student or employee can be accommodated and does not pose a significant risk to others.

SECTION 5.4. The student or employee shall be excluded only if the Board determines after consultation as provided above that the communicable disease is of such nature or at

a stage that the individual should not be in an educational setting.

SECTION 6. Privacy Rights

SECTION 6.1. Neither the Board nor its employees shall disclose medical information about a student or employee with HIV infection or other communicable disease without the consent of the employee or the student or his or her parent or guardian, whichever is applicable, or only as required by law or court order.

Model Employment Application Model [60]

(insert name of school) fully subscribes to the principles of Equal Employment Opportunity. It is our policy to provide employment, compensation, and other benefits related to employment based on qualifications, without regard to race, color, religion, national origin, age, sex, veteran status, disability, or any other basis prohibited by federal, state or local law. In accordance with the requirements of the Americans with Disabilities Act, it is our policy to provide reasonable accommodation upon request during the application process to eligible applicants in order that they may be given a full and fair opportunity to be considered for employment. As an equal opportunity employer, we intend to comply fully with applicable federal and State employment laws and the information requested on this application will only be used for purposes consistent with those laws. Applications are only accepted for positions currently available and will only be considered for thirty (30) days from today's date or until the position applied for is filled, whichever first occurs.

POSITION APPLIED FOR:_____
DATE: _____

Personal Data

_____
Last Name First Middle Social Security Number

[60] HR, App. N.

_____
Street Address City State/Zip Code Telephone Number

Are you at least 18 years old? Yes No If not, state your age for child labor law purposes only: ____

Are there any days, shifts or hours you will not work?_____ If yes, please explain:

_____

Are you available for out of town work?_____

Will you and can you work overtime, if required?
_____
_____

When will you be able to start work?
_____

Have you taken any illegal drugs in the last 30 days?
_____

How did you learn of our School? _____If a referral, whom were you referred by?:
_____

Have you ever applied to work here or worked here before? Yes No
If yes, provide date: _____

Are you legally authorized to work in the United States: Yes No

Will you now or in the future require sponsorship for employment visa status (e.g., H-1B visa status)? Yes No

Note: The Federal Immigration and Reform and Control Act of 1986 requires that an INS Employment Eligibility Verification "Form I-9" be completed for every new hire and that within 3 business days of beginning work every new hire must present to the employer documentation establishing his/her identity and authorization for work. This federal requirement must be satisfied as a condition of employment.

Have you been convicted of a felony within the last seven years? Yes No
Date of Conviction: _____ Note: Answering "yes" does not

automatically exclude you from further consideration for the position. If yes, please explain on the Additional Comments section, including the penalty imposed. [**Note**: if in Kansas City, pursuant to ordinance 38-104, this question cannot be asked until after the applicant has been interviewed for the position]

Have you been convicted within the last seven years of misappropriation of funds, embezzlement or other dishonest conduct, an offense involving the use of a weapon, physical assault or other violent crimes? Yes No
If yes, please explain in the Additional Comments section. Note: Answering "yes" does not automatically exclude you from further consideration for the position.

Have you ever been a defendant in a civil action for an intentional tort (intentional commission of a wrongful act)? Yes No
If yes, include nature of the intentional tort and the disposition of the action in the Additional Comments section. Note: Answering "yes" does not automatically exclude you from further consideration for the position.

Name:_____Social Security:_____

Driving Record (Answer only if driving is a requirement of the job for which you are applying)
Do you have a valid drivers license? Yes No
State_____ License No.:_____

Have you had any tickets? Yes No

If yes, please explain:
_____
_____
_____
_____
_____
_____

Has your license ever been suspended or revoked? Yes No
If yes, please explain:
_____
_____
_____
_____
_____
_____

Do you have any DUI or DWI convictions? Yes No
If yes, please state when you were convicted and explain:
_____
_____
_____
_____

_____

Additional Comments (Use the space below to supply any additional information relevant to the job applied for)

_____
_____
_____
_____
_____
_____

Education (May or may not be considered depending on job applied for)
Describe any educational degrees, skills, training or experience that are relevant to the job applied for:

Name, City and State of Educational Institution

Graduated? Yes No

If no Degree, Credits earned

Type of Degree Received or Expected
Major
Minor

Grade Point
Overall GPA

High School

College or University

Technical/GED/Other

Licenses, Certifications/Other

Employment History (Please complete for all full-time or part-time employment beginning with most recent employer)

_____
School Name Telephone #

_____
Address Dates Employed From To

_____

Name of Supervisor May we contact? Yes No Rate of PayStart Last

---

State job titles and describe job duties

Reason for leaving

School Name Telephone #

Address Dates Employed From To

Name of Supervisor May we contact? Yes No Rate of PayStart Last

---

State job titles and describe job duties

Reason for leaving

School Name Telephone #

Address Dates Employed From To

Name of Supervisor May we contact? Yes No Rate of PayStart Last

---

State job titles and describe job duties

_____
Reason for leaving

Please explain any gaps in your employment history:
_____
_____
_____
_____

Have you ever been discharged or forced to resign? Yes No If yes, explain:
_____
_____
_____

Did you receive any discipline in the last 12 months of active employment? Yes No
If yes, please explain:
_____
_____
_____
_____
_____

Were you given a performance evaluation within the last 12 months of active employment? Yes No If yes, what was the range of scores used and what was your score?
_____
_____
Have you signed any non-compete or non-solicit agreement with any other employer that might restrict you from working for this school? Yes No If yes, please explain:
_____
_____
(You may be required to furnish a copy of the agreement)

Military (Complete only if you served in the military)
Branch of Service:_____
Number of Years/Months of Service: _____
Rank at Discharge:_____
Date of Discharge:_____ Reason for leaving: _____
Describe any military skills, training or experience you believe are relevant to the job applied for:
_____
_____
_____
_____

APPLICANT'S ACKNOWLEDGMENT

I certify that the answers given herein are true and complete to the best of my knowledge. I understand that any misrepresentations, omissions of facts or incomplete answers in any application document will disqualify me from further consideration for employment. I further understand that, if employed, any misrepresentations or omissions of facts in any application document will be cause for my dismissal at any time without prior notice.

I understand that, if employed, my employment is not for a specific term and may be terminated by me or my Employer(s) with or without notice or cause at any time. I further understand that no oral promise, Employer(s) policy, custom, business practice or other procedure (including the Personnel Handbook or any personnel manuals) constitute an employment contract or modification of the at-will employment relationship between me and the Employer(s).

I understand that applicants for certain positions may be required to qualify for employment based on additional employment criteria. For example, I may be required to take job-related tests; take a driver's examination; submit to a background investigation; take a pre-employment drug test. If I am offered employment or start work before any required test is completed, my employment is contingent on a satisfactory result on all required tests. I authorize (insert name of school) to release the results of background checks (if any) and my pre-employment drug/alcohol test (if any), any information on this application and any relevant information about me to whom I have applied for employment, and release (insert name of school) from any and all claims related to the lawful release of this information. I further authorize the release of any background check results of any drug/alcohol test to any state or federal authority requesting such information and in response to a valid subpoena or other legal document.

I acknowledge that this application will remain active for 30 days from this date. If I have not heard from the School at the conclusion of this 30 day period, it is my responsibility to complete a new application if I still wish to be considered for employment.

Signature:_____
Date: _____

Employee Information Sharing Model Policy [required][61]

The Board of _____(school) adopts the following policy, effective on the date of adoption by the Board.

Section 1. The School Leader or his/her designee shall be permitted to respond to requests for information from public schools about former employees.

[61] HR, App. O.

Section 2. Information Sharing

Section 2.1. The School shall provide information about a former employee to another public school upon request.

Section 2.2. The School shall share the following information: information regarding any violation of the published regulations of the Governing Board of the School by the former employee if such violation related to sexual misconduct with a student and was determined to be an actual violation by the Governing Board after a contested case due process hearing conducted pursuant to board policy; the results of a children's division investigation if the investigation involved allegations of sexual misconduct with a student and the children's division reached a finding of substantiated.

Section 3. All current and potential employees shall be given notice of this policy upon its adoption.

Background Checks and Fingerprinting Model Policy[required]

The Board of _____(school) adopts the following policy, effective on the date of adoption by the Board.

1. Any employee, member of the Board, volunteer, or individual otherwise authorized to have contact with students and prior to any individual having contact with students shall complete a criminal background check and a check of the family care safety registry.

2. In order to facilitate the criminal background check and check of the family care safety registry, any employee, member of the Board, volunteer, or individual otherwise authorized to have contact with students and prior to any individual having contact with students shall complete a state and national fingerprint based criminal background check.

3. Prior to fingerprints being captured, the employee or volunteer must be provided a copy of the "Noncriminal Justice Applicant's Privacy Rights" and the FBI's "Privacy Act Statement." When registering for fingerprinting through the MACHS portal, this information is provided and acknowledged during the registration process.

4. The School will ensure the information received is protected from receipt until destruction and will establish appropriate technical and physical precautions to secure such information.

5. If a security violation occurs with information provided by the fingerprint background check, whether malicious in intent or not, the violation will be reported to the School's Local Agency Security Officer (LASO). The LASO will complete a MSHP SHP-71 Security Incident Report form and forward the completed form to the MSHP Criminal Justice Information Services (CJIS) Security Unit.

6. The School designates the following individuals to act as the LASO: [choose individuals]

7. To comply with Appendix J of the FBI CJIS Security Policy, basic security awareness training is required for all personnel who have access to Criminal Justice Information (CJI) within six months of initial assignment, and biennially thereafter. The School completes security awareness training via [hard copy, CJIS Online, etc.] and proof of completed and current security awareness training will be retained indefinitely for all personnel with access to information provided from the fingerprint background checks.

8. Only authorized personnel of the School may access, view, or otherwise use information provided from the fingerprint background check and check of the family care safety registry and shall not share such information from any individual not authorized to access, view, or otherwise use the information. If such information is printed on a hard copy format, authorized personnel will ensure the information is stored in a secured environment and is not accessible by unauthorized personnel. The security combination and/or keys to the locks shall only be accessible by authorized personnel. If such information is stored in an electronic format, the electronic media will be treated the same as hard copy information and will be stored in a secure environment that is not accessible by unauthorized personnel. If the electronic media cannot be stored in a secure environment, such as being stored on

a PC's local HDD or SSD, the electronic information must be password-protected or otherwise encrypted.

9. When hard copy information or information stored on optical media discs is no longer required, it must be destroyed in one of the following manners:

    a. In-House Cross Shredder

    b. Incineration

    c. Contracted Document Destruction Company. If a contracted document destruction company is used, authorized personnel must accompany the CHRI to destruction.

10. When electronic copy information stored on HDDs, SSDs, or flash sticks is no longer required, the electronic media must be degaussed a minimum of three times.

11. The School will disseminate information to the applicant of record for personal review or challenge purposes only. The individual must make a request to view information in writing and the individual must appear in person, with identification, and sign a secondary dissemination log. Secondary dissemination logs will include, at a minimum, the following information: the date of secondary dissemination, the name of the subject of the record, the name of the person or agency requesting the record, a description of the shared record, the purpose of the request, how the dissemination occurred, and the name of the disseminator. The secondary dissemination log will be retained for at least 3 years or until a compliance audit can be conducted by the MSHP.

12. The School will ensure all MACHS portal access is current. Any user that no longer needs access will be removed immediately by the Agency LASO or the MACHS Administrator.

13. The School LASO will contact the Missouri State Highway Patrol, CJIS Division, Trainer/auditor for assistance with Administrator rights to the MACHS portal.

14. The School will ensure that Rap Back subscriptions are kept up-to-date and removed when the individual is no longer working or volunteering for the agency. Rap Back subscriptions and validations will be conducted by the MACHS administrator of the agency

Missouri Victims' Economic Security And Safety Act Model Policy [required]

The Board of _____(school) adopts the following policy, effective on the date of adoption by the Board.

In accordance with the Missouri Victims' Economic Security and Safety Act (VESSA), [SCHOOL] offers eligible employees unpaid leave for qualifying domestic or sexual violence related reasons, with a guarantee of restoration to the same or an equivalent position on return from leave. Employees must comply with the terms and conditions set forth in this policy.

Section 1. Definitions

1. "Domestic violence" means abuse or stalking committed by a family or household member.
2. "Family" or "household member" means spouses, former spouses, any person related by blood or marriage, persons who are presently residing together or have resided together in the past, any person who is or has been in a continuing social relationship of a romantic or intimate nature with the victim, and anyone who has a child in common regardless of whether they have been married or have resided together at any time.
3. "Sexual violence" means a sexual assault, including without limitation, causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress, or without the person's consent, and trafficking for the purposes of sexual exploitation as described by Missouri law.
4. "Workweek" means an individual employee's standard workweek.

Section 2. Eligible Employees

Employees are eligible for leave if they are the victim of domestic or sexual violence or have a family or household member who is the victim of domestic or sexual violence. The family or household member may not have interests that are adverse to the employee as it relates to the domestic or sexual violence.

Section 3. Qualifying Reasons for Leave

Domestic or sexual violence leave is available to eligible employees in the following circumstances:

1. To seek medical attention for, or recover from, physical or psychological injuries caused by domestic or sexual violence against the employee or their family or household member.
2. To obtain victim services from a victim services organization for the employee or their family or household member.
3. To obtain psychological or other counseling for the employee or their family or household member.
4. To participate in safety planning, including temporary or permanent relocation or other actions to increase safety for the employee or their family or household member from future domestic or sexual violence.
5. To seek legal assistance to ensure the health and safety of the employee or their household or family member, including participating in court proceedings related to the domestic or sexual violence.

Section 4. Leave Time

[For employers with at least 50 employees] Eligible employees may take up to two workweeks of unpaid domestic violence leave within any 12-month period. Leave is based on a rolling 12-month period, looking back from the date the leave would begin. Leave may be taken intermittently (in separate blocks of time) or as reduced schedule leave.
Leave taken under this policy is unpaid. However, employees may substitute accrued and unused PTO for the unpaid leave. The substitution of PTO does not extend the leave period, but runs concurrently with it. Likewise, domestic and sexual violence leave may run concurrently with any leave available under the federal Family and Medical Leave Act (FMLA). This policy does not entitle employees to take unpaid leave that exceeds the amount of unpaid leave time allowed under the FMLA.

[For employers with 20-49 employees] Eligible employees may take up to one workweek of unpaid domestic violence leave within any 12-month period. Leave is based on a rolling 12-month period, looking back from the date the leave would begin. Leave may be taken intermittently (in separate blocks of time) or as reduced schedule leave.

Leave taken under this policy is unpaid. However, employees may substitute accrued and unused PTO for the unpaid leave. The substitution of PTO does not extend the leave period, but runs concurrently with it. Likewise, domestic and sexual violence leave may run concurrently with any leave available under the federal Family and Medical Leave Act (FMLA). This policy does not entitle employees to take unpaid leave that exceeds the amount of unpaid leave time allowed under the FMLA.

Section 5. Notice of Need for Leave and Certification

Eligible employees must provide [SCHOOL] with at least 48 hours' advance notice of the need for leave. If 48-hour notice is not practicable, an eligible employee must provide certification of need for leave with a reasonable period after the absence.

To request domestic or sexual violence leave, employees must supply [PERSON/POSITION] with a sworn statement that the employee or a member of the employee's family or household is a victim of domestic or sexual violence and that leave is necessary for a specific qualifying reason. In addition, [SCHOOL] may require the following supplemental information:

1. Documents from an employee, agent, or volunteer of a victim's services organization, member of the clergy, or medical or other professional from whom the employee or family or household member has sought assistance.
2. A police report or court record.
3. Other corroborating evidence.

This information must be provided to [PERSON/POSITION] within a reasonable time after it is required by [SCHOOL]. Full cooperation to obtain this supplemental information is required under this policy.

During leave, employees may be required to provide periodic reports when reasonably requested about the employee's status or any change in the employee's plans to return to work.

Section 6. Medical and Other Benefits

An employee taking domestic or sexual violence leave, upon return from leave, is entitled to be restored to the position of employment held by the employee when the leave commenced or to an equivalent position.

Taking domestic or sexual violence leave will not result in the loss of any employment benefit accrued prior to the date on which the leave commenced.

Section 7. Reasonable Safety Accommodations

Eligible employees are entitled to reasonable safety accommodations to keep employees safe from actual or threatened domestic or sexual violence, unless it would impose an undue hardship on [SCHOOL]. Employees seeking a reasonable safety accommodation may be required by [SCHOOL] to provide a written statement signed by the employee or an individual acting on the employee's behalf, certifying that the reasonable safety accommodations are for a purpose authorized by VESSA.

Section 8. Non-Retaliation

Employees who seek good faith leave or reasonable safety accommodations under this policy will not be retaliated against. If you believe you have been subject to retaliation or discrimination, you should report it to [PERSON/POSITION].

For further information or details about any of the terms of this Domestic and Sexual Violence Leave Policy, please contact [PERSON/POSITION].

SECTION 4: SCHOOL OPERATIONS

Civil Rights, Title IX, Section 504 Model Policy [required][62]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

The School will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, prohibiting discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.

2. Section 504 of the Rehabilitation Act of 1973 (Section 504), as amended, prohibiting discrimination on the basis of disability in programs and activities receiving Federal financial assistance.

3. Title IX of the Education Amendments of 1972 (Title IX), as amended, prohibiting discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the Board does business.

4. The Age Discrimination Act of 1975, as amended, prohibiting discrimination on the basis of age in programs or activities receiving Federal financial assistance.

5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The School shall appoint an administrator(s) to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.

The School may designate only one employee to serve as both the Title IX and Section 504 Coordinator. That individual must assume the responsibilities of both coordinators.

It is the policy of the School to process all grievances fairly and expeditiously, with the intent of resolving them in a mutually agreeable manner.

[62] Op. App. A.

Title IX Sexual Harassment Model Policy [required][63]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Definitions
Section 1.1 The following definitions are applicable to this policy:

Actual knowledge: notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any official of the school who has authority to institute corrective measures on behalf of the school, or any employee of the school. The actual knowledge standard is not met when the only official of the school with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures.

Complainant: an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Deliberate indifference: a response to a sexual harassment claim that is clearly unreasonable in light of the known circumstances.

Education program or activity: locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

Respondent: an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment: conduct on the basis of sex that satisfies one or more of the following:

- An employee of the school conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offense that it effectively denies a person equal access to the school's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C.12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Supportive measures: non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where not formal complaint

[63] This policy must be posted on the school's website.

has been filed. Such measures are designed to restore or preserve equal access to the school's education program or activity without unreasonably burdening the other party, including measures designed to protest the safety of all parties or the recipient's educational environment, or deter sexual harassment. These measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security or monitoring of certain areas of the campus, and other similar measures. The school must maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining confidentiality does not impair the ability of the recipient to provide supportive measures.

Section 2. Designation of Title IX Coordinator
Section 2.1. [School name] shall designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX. This employee shall be referred to as the Title IX Coordinator.

Section 2.2. The Title IX Coordinator's information shall be prominently displayed on the school's website and in each handbook made available to students, parents or legal guardians of students, applicants for admission and employment, and employees

Section 3. Notification
Section 3.1. The school shall provide notification to applicants for admission and employment, students, parents or legal guardians of students, and employees of the following:

- The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator.

- That the school does not discriminate in education programs and activities on the basis of sex, and that the school is required by Title IX not to discriminate.

- The school does not discriminate in admission and employment, and that inquiries about the application of Title IX may be directed to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the federal Department of Education, or both individuals.

- The school's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the recipient will respond.

Section 4. Response to Sexual Harassment
Section 4.1. If the school has actual knowledge of sexual harassment the school must respond promptly in a manner that is not deliberately indifferent.

Section 4.2. The school's response must treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance process as defined in Section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

Section 4.3. The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Section 4.4. The school may remove a respondent from the school's education program or activity on an emergency basis, provided the school undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Section 4.5. The Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the school's education program or activity, and how to conduct an investigation and grievance process. This training shall also include how to use any technology at a live hearing, issues of relevance of questions and evidence, and issues of relevance to create an investigative report that fairly summarizes the relevant evidence. This training must be posted on the school's website.

Section 4.6. The school may place an employee on administrative leave during the pendency of a grievance process that complies with Section 5.

Section 5. Grievance Process for Formal Complaints of Sexual Harassment
Section 5.1. The school's treatment of a complainant or respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Section 5.2. All provisions of the grievance process outlined in this policy must be applied equally to complainants and respondents.

Section 5.3. Grievance Process Requirements

Section 5.3.1 The grievance process must treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent.

Section 5.3.2. The grievance process must be followed before the imposition of any disciplinary sanctions or other actions that are not supportive measures are imposed on a respondent.

Section 5.3.3. Remedies must be designed to restore or preserve equal access to the school's education program or activity.

Section 5.3.4. All relevant evidence, including both inculpatory and exculpatory evidence, must be evaluated.

Section 5.3.5. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

Section 5.3.6. The Title IX coordinator, any individual designated as an investigator, decision-maker or any individual designated to facilitate an inform resolution process, must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Section 5.3.7. The school shall select an unbiased individual to serve as the decision-maker. This individual shall not be the Title IX coordinator or the investigator.

Section 5.4. Notice of Allegations. Upon receipt of a formal complaint, the school must provide the following written notice to the known parties:

- Recipient's grievance process, including an informal resolution process.

- Allegations of sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment and the date and location of the alleged incident, if known.

- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

- The parties may have an advisor of their choice, who may be, but is not required to be an attorney.

- The parties may inspect and review evidence.

- Any provision in the school's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Section 5.4.1 If the school decides to investigate any allegations not provided in the original notice as outlined in Section 5.4, the school must provide notice of the additional allegations to the parties whose identities are known.

Section 5.5. Investigation of a Formal Complaint

Section 5.5.1. During an investigation, the school must ensure that the burden of proof and burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the school and not the parties.

Section 5.5.2. The school must obtain consent of a party to use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity and which are made and maintained in connection with the provision of treatment to the party.

Section 5.5.3. The school must provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.

Section 5.5.4. The parties may not be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

Section 5.5.5. Parties must be provided the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any relevant meeting or proceeding by the advisor of their choice, who may be an attorney. The school may not limit who may be an advisor, however, the school may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions are applied equally.

Section 5.5.6. The school must provide any party with written notice of the date, time, location, participants, and purpose of all hearing, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

Section 5.5.7. The school must provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the school does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the school must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The school must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

Section 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a hearing (if so provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

Section 5.6. Hearings.

The school may choose to provide a hearing. Regardless of whether a hearing is provided, the school must, after the investigative report is sent to both parties, provide an opportunity before a decision is reached, for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Section 5.6.1. With or without a hearing, questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Section 5.7. Determination Regarding Responsibility. The decision-maker, who is someone other than the Title IX coordinator or the investigator, must issue a written determination regarding responsibility.

Section 5.7.1. The written determination must include:

- Identification of the allegations potentially constituting sexual harassment.
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods use to gather other evidence, and hearings held.
- Findings of fact supporting the determination.
- Conclusions regarding the application of the school's code of conduct to the facts.
- Statement of and rational for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school's education program or activity will be provided by the school to the complainant.
- The school's procedures and permissible bases for the complainant and respondent to appeal.

Section 5.7.2. The written determination must be provided to the parties simultaneously.

Section 5.7.3. The determination regarding responsibility becomes final either on the date the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Section 5.8. Remedies.

The Title IX coordinator is responsible for effective implementation of any remedies.

Section 5.9. Appeals.

The school must offer both parties an appeal from a determination regarding responsibility and from a school's dismissal of a formal complaint or any allegations on the following bases:

- Procedural irregularity that affected the outcome of the matter.
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome.
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- The school may offer an appeal equally to both parties on additional bases.

Section 5.9.1. The school must notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

Section 5.9.2. The school must ensure the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding the responsibility or dismissal, the investigator(s), or the Title IX Coordinator.

Section 5.9.3. Both parties must be given a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome

Section 5.9.4. The school must issue a written decision describing the result of the appeal and the rationale for the result

5.9.5. The school must provide the written decision simultaneously to both parties.

Section 5.10. Consolidation.

The school may consolidate formal complaint as to allegations of sexual harassment against more than one respondent, or more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Section 5.11. Dismissal.

After an investigation, if it is determined that the conduct alleged in the formal complaint would not constitute sexual harassment, the conduct did not occur in the school's education

program or activity, or did not occur against a person in the United States, then the recipient must dismiss the formal complaint with regard to that conduct for the purposes of sexual harassment under Title IX. This dismissal does not preclude action under another provision of the school's code of conduct.

Section 5.11.1. A complaint or any allegations therein, may be dismissed at any time during the investigation or hearing if a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; if the respondent is no longer enrolled or employed by the recipient; or specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Section 5.11.2. Upon dismissal of a complaint or any allegation therein, the school shall promptly send written notification of the dismissal and the reason(s) therefor simultaneously to the parties.

Section 6. Informal Resolution Process
Section 6.1. The school may not require as a condition enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment.

Section 6.2. The school may not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed.

Section 6.3. At any time prior to the determination regarding responsibility, the school may facilitate an informal resolution process that does not involve a full investigation.

The school may do this if the parties are provided a written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

The parties must provide their voluntary, written consent to the informal resolution process

The school does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Section 7. Recordkeeping
Section 7.1. The school must maintain the following records for a period of seven years:

- Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent and any remedies provided to the

complainant designed to restore or preserve equal access to the recipient's education program or activity.

- Any appeal and the result of that appeal.

- All training materials.

Section 7.2. For each response under Section 4, the school must create and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The school must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the school's education program or activity. If the school does not provide supportive measures, the school must document the reasons why such a response was not clearly unreasonably in light of the known circumstances.

Section 8. Retaliation.
No individual may be intimidated, threatened, coerced, or discriminated against for the purpose of interfering with any right or privilege secured by Title IX because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. The school must keep confidential the identity of all parties.

Section 8.1. The exercise of rights protected under the First Amendment does not constitute retaliation.

Section 8.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Official School Year And School Day Model Policy[64][required]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

The Board will annually adopt a school calendar that provides for 1,044 hours of pupil attendance. Hours in excess of the state required minimum, may be recommended by the School Leader and approved by the Board. [*NOTE: A charter school with 169 school day calendar will be eligible for the statutory incentive payment].

The length of the school day shall be [insert number of hours per day].

The School shall be required to make up the first 36 hours of school lost or canceled due to inclement weather and half the number of hours lost or cancelled in excess of the 36 make-up hours if the make-up of the hours is necessary to ensure the students attend a minimum of one hundred forty-two days of school and 1,044 hours for the school year.

The School shall be exempt from making up, up to 36 hours of school, lost or cancelled to due to exceptional or emergency circumstances[65] if the School has an alternative methods of instruction plan approved by the department of elementary and secondary education.

[64] Op., App. B.

[65] For purposes of this Policy, exceptional or emergency circumstances shall include, but not be limited to, inclement weather, a utility outage, or an outbreak of a contagious disease.

Alternative Methods of Instruction Plan Model Policy[recommended]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Alternative Methods of Instruction Plan Approval
Section 1.1. The School shall submit to the department of elementary and secondary education an application requesting approval of an alternative methods of instruction plan.

Section 1.2 The application submitted to the department of elementary and secondary education shall describe:

Section 1.2.1. The manner in which the school intends to strengthen and reinforce instructional content while supporting student learning outside the classroom environment.

Section 1.2.2. The process the school intends to use to communicate to students and parents the decision to implement alternative methods of instruction on any day of a closure.

Section 1.2.3. The manner in which the school intends to communicate the purpose and expectations for a day in which alternative methods of instruction will be implemented to students and parents.

Section 1.2.4. The assignments and materials to be used within the school for days in which alternative methods of instruction will be implemented to effectively facilitate teaching and support learning for the benefit of the students.

Section 1.2.5. The manner in which student attendance will be determined for a day in which alternative methods of instruction will be implemented. The method chosen shall be linked to completion of lessons and activities.

Section 1.2.6. The instructional methods, which shall include instruction through electronic means and instruction through other means for students who have no access to internet services or a computer.

Section 1.2.7. Instructional plans for students with individualized education programs.

Section 1.2.8. The role and responsibility of certified personnel to be available to communicate with students.

Section 2. Alternative Methods of Instruction Plan Implementation
Section 2.1. If school is closed due to exceptional or emergency circumstances, the school may use its Alternative Methods of Instruction Plan for up to thirty-six hours in a school year.

Section 2.2. The school shall notify students and parents on each day of the closure whether the alternative methods of instruction plan is to be implemented for that day. If the plan is to be implemented on any day of the closure, the school shall ensure that each student receives assignments for that day in hard copy form or receives instruction through virtual learning or another method of instruction.

School Calendar Model Policy[required][66]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Approval of Annual Calendar
SECTION 1.1. The School Leader or his/her designee shall submit for approval by the Governing Board a calendar for the upcoming school year no later than [month] of each preceding year. The calendar shall specify the dates of the school year for students, the work year for staff, holidays and breaks, and other critical activities and events. The annual calendar shall comply with the School's policies and applicable laws and regulations.

SECTION 1.2. No later than the last regularly scheduled board meeting in [month], the Governing Board shall officially adopt the upcoming school year calendar.

SECTION 1.3. Information pertaining to dissemination and publishing of the adopted calendar shall be published on the School's website and via other communication channels no later than _____.

SECTION 2. Authorization to Revise the Annual Calendar
SECTION 2.1. The Governing Board, upon recommendation by the School Leader or his/her designee has the authority to make changes to the official school calendar through a duly adopted board resolution.

[66] Op., App. C.

Fiscal Year Model Policy[67]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

The fiscal year for the School shall be [July 1 – June 30.]

[67] Op., App. D.

School Annual Report Model Policy[required][68]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

School officials will submit to the department of elementary and secondary education all data and reports as required by applicable laws and regulations. The Annual Report will be completed and submitted in accordance with applicable laws and regulations.

The Annual Report will be made available to all School patrons, and to each member of the General Assembly whose legislative district contains a portion of the School's attendance area.

[68] Op., App. E.

Public Inspection Model Policy[required][69]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

1. The School shall make available for public inspection, and provide upon request, to the parent, guardian, or other custodian of any school-age pupil resident in the LEA in which the school is located the following information:

A. The school's charter;

B. The school's most recent annual report card published according to section 160.522, RSMo;

C. The results of background checks on the charter school's board members; and

D. If operated by a management company, a copy of the written contract between the Governing Board of the School and the educational management organization or the charter management organization for services.

The charter school may charge reasonable fees, not to exceed the rate specified in section 610.026, RSMo for furnishing copies of documents under this subsection.

2. The school website shall contain a searchable expenditure and revenue document or database detailing actual income, expenditures, and disbursements for the current calendar or fiscal year.

The following is alternative language for Section 2:

The website of the school shall contain a direct link to the department of elementary and secondary education's website section containing a searchable expenditure and revenue document or database detailing actual income, expenditures, and disbursements for the current calendar or fiscal year.

[69] Op., App. F.

Title I Model Policy [required][70]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. Parent Involvement

The Board recognizes the importance of parental involvement with the Title I program and will provide a variety of opportunities for parents to be involved in policy design and in the planning, implementation, and review of Title I programs.

Section 2. Reporting Requirements

Pursuant to the provisions of the Every Student Succeeds Act of 2015, the School will submit its Federal Title I LEA Plan, describing the School's Title I services.

[70] Op., App. G.

Equal Educational Opportunity Model Policy [required][71]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

The School shall provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. A student may have more than one type of disability.

The School's programs and services available to meet the needs of these students shall meet the requirements of: The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, Section 504, and Missouri Special Education Services requirements found in sections 162.670 - .995, RSMo.

The identification of students with disabilities and the services provided by the LEA shall be in accordance with the regulations and guidelines of the department of elementary and secondary education's Current Plan for Part B of The Education of the Handicapped Act, as amended.

[71] Op., App. H.

Students of Legal Age Model Policy [required][72]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

Upon attainment of the age of eighteen (18), students shall be deemed adults for purposes of educational records, placement, and reporting.

[72] Op., App. I.

Student Educational Records Model Policy[required][73]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

The School will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the School have the right to inspect and review the educational records of their students and to request amendment of their students' educational records due to error and/or omission. The School has adopted procedures for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the School, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, the School will provide students' names, addresses, and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent.

Military recruiters will be provided the same access to students as is given to institutions of higher learning.

[73] Op., App. J.

Health Information Records Model Policy[required][74]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

Except as otherwise required by the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504), records containing student health information will be stored separately from other student records in a locked file cabinet or in a secure computer file. Only the School Leader or his/her designee shall have access to the locked file cabinet or secure computer file.

[74] Op., App. K.

School Safety Plan and Emergency Closing Procedures Model Policy[required][75]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. School Safety Plan:
The School will cooperate fully with local emergency management preparedness authorities to develop and implement an emergency management preparedness program addressing man-made and natural disasters.

SECTION 2. Emergency Suspension of School Operations or Activities
SECTION 2.1. The School [may/shall] abide by school closures for [insert name of local school district.]

SECTION 2.2. The Governing Board further authorizes the School Leader or his/her designee to suspend school operations or activities in the event of abnormal conditions, hazardous weather, or other emergencies that threaten the safety, welfare, or health of students or employees and to take whatever measures he/she deems necessary to protect students and staff.

SECTION 2.3. The School Leader or his/her designee shall establish orderly procedures to assure that appropriate communications with students, staff, and other stakeholders are maintained before, during and after the abnormal conditions potentially or actually causing suspension of school operations or activities. At a minimum, instruction on obtaining information pertaining to suspension of school operations and activities for students, staff, and other stakeholders shall be published in the student and staff handbooks.

SECTION 2.4. School activities, including but not limited to extracurricular events, activities, clubs, competitions, and athletic events, held before or after the official school day, shall not be held if normal school operations have been suspended on the same day. The School Leader or his/her designee shall communicate with students and parents in a timely manner regarding the cancellation of these activities.

SECTION 2.5. At the [School Leader or his/her designee's] discretion, school activities as described in Section 2.4, may be canceled even after a completed school day if conditions exist to warrant such suspension. The School Leader or his/her designee shall communicate with students and parents in a timely manner regarding the cancellation of these activities.

[75] Op., App. L.

Communicable Diseases Model Policy [required][76]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is liable to transmit the contagious or infectious disease, unless the School Leader or his/her designee has determined, based upon medical evidence, that the student:

A. No longer has the disease.

B. Is not in the contagious or infectious stage of an acute disease.

C. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require any student suspected of having a contagious or infectious disease to be examined by a physician and may exclude the student from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

A student who has a chronic infectious disease, and who is permitted to attend school, may be required to do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school activities will be provided instruction in an alternative educational setting in accordance with School policy.

Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action.

The School will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication PACH-16, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators," a copy of which shall be on file in the office of the School Leader.

[76] Op., App. M.

Distribution of Medicine Model Policy[required][77]

The Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. School Distribution and Administration of Medication
Section 1.1. The school nurse (or another employee designated by the School Leader or his/her designee) may provide assistance with medication (this includes prescription or over-the-counter medication) only if all of the following requirements are met:

Section 1.1.1 Prescription drugs must be in the original container, bear the name of the student, the name of the physician and the name of the pharmacy filing the prescription. Over-the-counter drugs must be maintained in the original container.

Section 1.1.2. The appropriate approval form for medication distribution must have been completed and signed by the parent or guardian for each medication.

Section 1.2.3. The school nurse or other designated employee shall keep a written report of medication taken by the student.

Section 1.2. The School reserves the right to refuse to administer certain types of medication (at the discretion of the school nurse or other employee authorized by the School Leader's or his/her designee) when such administration could prove harmful to staff or student without proper training or direction of a physician.

Section 2. Student Possession and Self-Administration of Medication
Section 2.1. The school shall grant any student authorization for the possession and self-administration of medication to treat the student's chronic health condition, including but not limited to asthma or anaphylaxis if:

Section 2.1.1. A licensed physician prescribed or ordered such medication for use by the pupil and instructed such pupil in the correct and responsible use of such medication;

Section 2.1.2. The pupil has demonstrated to the pupil's licensed physician or the licensed physician's designee, and the school nurse, if available, the skill level necessary to use the medication and any device necessary to administer such medication prescribed or ordered;

Section 2.1.3. The pupil's physician has approved and signed a written treatment plan for managing the pupil's chronic health condition, including asthma or anaphylaxis episodes and for medication for use by the pupil. Such plan shall

[77] Op., App. N.

include a statement that the pupil is capable of self-administering the medication under the treatment plan;

Section 2.1.4. The pupil's parent or guardian has completed and submitted to the school any written documentation required by the school, including the treatment plan and the liability statement.

Section 2.1.5. The pupil's parent or guardian has signed a statement acknowledging that the school and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil or the administration of such medication by school staff. Such statement shall not be construed to release the school and its employees or agents from liability for negligence.

Section 2.2. Pupils authorized to possess and self-administer medication may possess and self-administer such medication while in school, at a school-sponsored activity, and in transit to or from school or school-sponsored activity

Section 2.3. Such authorization shall only be effective for the school year in which it is granted. Such authorization shall be renewed by the student's parent or guardian each subsequent school year.

Section 2.4. Any current duplicate prescription medicine, if provided by a student's parent or guardian or by the school, shall be kept at the school in a location at which the student or school staff has immediate access in the event of an asthma or anaphylaxis or other emergency.

Section 2.5. The written treatment plan, liability statement, and any other written documentation shall be kept on file at the school in a location easily accessible in the event of an emergency.

Immunizations Model Policy[78][required][79]

The Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. All students attending [School] are required to be in compliance with state law mandating immunization against specific diseases. Failure to comply with immunization requirements will result in exclusion from school until proof of compliance is provided.

SECTION 2. The School Leader shall institute procedures for the maintenance of health records, demonstrating the immunization status of every student enrolled or attending the School, and for the completion of all necessary reports in accordance with Missouri Department of Health and Senior Services' guidelines.

Please see this website for more information:
https://health.mo.gov/living/wellness/immunizations/schoolrequirements.php

[78] Op., App. O.

[79] Missouri Department of Health immunization information can be found here:
http://health.mo.gov/living/wellness/immunizations/pdf/1415schoolrequirements.pdf

Transportation Model Policy[80]

The Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Car Riders
SECTION 1.1. [The School's primary transportation method shall be parent or guardian drop off or pick up of students to and from school daily.]

SECTION 1.2. To ensure the safety of all students, staff, and visitors, the School Leader or his/her designee shall establish procedures including, but not limited to: authorization processes for drop off, dismissal, and pickup, drop off and pick up times, routes, supervision, and load/un-load processes. These procedures shall be published in the student handbook each year and updated periodically as needed for efficiency and safety.

SECTION 1.3. Parents, guardians, day-care buses/vans, and other authorized individuals dropping off or picking up students shall comply with all procedures set forth by the School Leader or his/her designee. The School Leader or his/her designee is authorized to take measures (including prohibiting access to the property) to address habitual non-compliance with the School's transportation policy and procedures that jeopardizes the safety of students, staff, and visitors or impedes the efficiency of arrival and dismissal processes.

SECTION 1.4. The School will accept or release students from the car rider area only to the care of a parent or guardian or other individual previously approved in writing by the parent or guardian.

SECTION 2. Busing
SECTION 2.1. When available, students may be transported to and from school in vehicles owned by the [school system] or other approved vehicles, including charter buses or vans, which are compliant with applicable laws and regulations related to transporting students.

SECTION 2.2. Students shall be required to follow all safety regulations required of passengers riding on school vehicles.

SECTION 2.3. Students or children under the age of 18 who are not enrolled at School shall not be permitted to ride in vehicles provided by School.

SECTION 3. Walking and Biking.
SECTION 3.1. The School's Governing Board recognizes the benefits of exercise, including walking and biking. However, to ensure the safety of all students, [School] prohibits unaccompanied minors under the age of 18 from walking or biking to and from school where established cross walks, crossing guards, or signage on streets within 1 mile of the School are not present.

[80] Op., App. P.

SECTION 4. Field Trips and Off-site Events
Section 4.1 For fieldtrips and other off-site events where transportation is provided, School shall procure the permission and medical release for students by parents or guardians and shall maintain records in accordance with the approved records retention schedule.

SECTION 4.2. Transportation for field trips and off-site events is subject to the requirements of this Policy.

SECTION 4.3 For school-sponsored events, such as fieldtrips, priority of transportation to be used should be in the following order:

1. System or school owned buses
2. Alternate transportation
3. School employee's private vehicles
4. Parent's private vehicles

SECTION 5. The School will comply with all requirements of state and federal law with regard to the arrangement of transportation for homeless students.

Building Maintenance Model Policy[81]

The Board of _____(School) adopts the following policy effective on the date of adoption by the Board.

Safe and adequate grounds shall be maintained for the educational and recreational programs provided at the School. The Governing Board shall maintain the building(s) and equipment through a continuous program of assessment, repair, reconditioning, and remodeling. [The Board's Facilities Committee], in collaboration with the School Leader or his/her designee shall develop and implement capital improvement projects that ensure proper maintenance of the school in accordance with the approved budget.

The School Leader or his/her designee shall manage janitorial and custodial staff in maintaining all school facilities and grounds.

[81] Op., App. Q.

Student Group Use of Facilities Model Policy[required][82]

The Board of _____(School) adopts the following policy effective on the date of adoption by the Board.

Pursuant to the Equal Access Act of 1984, the Board will provide an opportunity for student-initiated non-curricular groups to conduct meetings on school premises, during non-instructional time, and will not discriminate against students on the basis of the religious, political, or philosophical content of the speech at such meetings.

[82] Op., App. R.

Procurement Model Policy[83]

The Board of _____(School) adopts the following policy effective on the date of adoption by the Board.

SECTION 1. Procurement of Goods and Services.

SECTION 1.1. Any procurement of goods and services up to [dollar amount] shall be made by _____. Any procurement of goods and services exceeding [dollar amount] shall require the release of a request for proposal (RFP) and Governing Board approval. All purchases shall be in the best interest of the School, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation, and prior dealings.

SECTION 2.2. The School shall not purchase any goods or services from any member of the Governing Board, an immediate family member of any member of the Governing Board nor from any entity in which any member of the Governing Board or an immediate family member of a Governing Board member may benefit from such a procurement, unless authorized by the Governing Board after a full disclosure of the conflict of interest or any potential conflict of interest and after the consideration set forth in Section 1.1.

SECTION 2. This policy applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

[83] Op., App. S.

Solicitations of Staff and Students Model Policy[84]

The Board of _____ (School) adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Approval of Solicitation
SECTION 1.1. School employees have the right to privacy and shall have the freedom to perform professional duties in an environment uninterrupted by solicitations from colleagues or from outside agencies without approval of the School Leader or his/her designee. Solicitation within the school must have prior approval of the School Leader or his/her designee.

SECTION 1.2. Prior to each school year the Board shall approve an annual Fundraising Plan.

SECTION 1.3. No fundraising organizations shall be permitted to solicit funds from students or employees without prior approval from the School Leader or his/her designee. Charitable organizations' solicitations must be approved annually.

SECTION 1.4. [Door-to-door collection shall be prohibited for all students.]

[84] Op., App. T.

Student and Classroom Observations Model Policy[required][85]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Classroom Observations.
SECTION 1.1. While the School acknowledges that some educational benefit may be derived from third parties wishing to conduct classroom observations for research purposes for educational products or services, it is the responsibility of the School to protect the privacy of all students.

SECTION 1.2. Requests for observations by an outside educational or clinical professional must be submitted in writing to the School Leader or his/her designee for consideration at least two weeks in advance of the requested observation. The request must include the name and credentials of the professional who will be observing the classroom, the purpose of the classroom observation, the data that will be collected and a certification that the third party will comply with the Family Educational Rights and Privacy Act ("FERPA") and any other applicable state or federal laws pertaining to student privacy. In addition, the third party may be required to execute a confidentiality agreement.

SECTION 1.3. School Leader or his/her designee must provide parents of students in the classroom written notice of a third party's desire to observe the classroom, and parent concerns regarding outside observers shall be taken into consideration in the decision whether or not to allow the third party to observe the classroom.

SECTION 1.4. If the outside professional is approved for the observation, all data collected shall be provided to the School Leader or his/her designee.

SECTION 1.5. Upon request, School Leader or his/her designee may, at his/her discretion, grant permission for visits by outside service providers who currently provide private educational or therapy services to a current student. To minimize disruption to the instructional program, outside service providers must comply with the guidelines for all visitors plus the following additional guidelines: (1) the third party must currently provide educational or therapy services to the student; (2) provide the School Leader or his/her designee an appropriate Release of Confidential Information under the Family Educational Rights and Privacy Act (FERPA), signed by the parent/guardian; (3) have the parent/guardian coordinate the observation date and time; (4) limit the observation to one hour unless an extended time period has been granted in advance of the scheduled observation; and (5) conduct the session in such a manner that allows the regular school program to continue during the visit by refraining from engaging the attention of the teacher or student(s) through conversation or other means.

[85] Op., App. U.

School Attendance Model Policy[required][86]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. The Board shall abide by the compulsory attendance laws of the state, with the exception of those students who may be excused from full-time attendance by the School Leader. Individual petitions for any deviation from full-time attendance shall be considered by the School Leader on the merits of the individual student's application and in compliance with applicable state law and regulations. (Required)

SECTION 2. Students may attend the School on a part-time basis as provided by applicable state law and regulations of the Board. (Required)

SECTION 3. In order to receive maximum benefit from instructional activities, students are expected to be in school each day unless excused for legitimate reasons. Students and parents must assume responsibility for being punctual and regular in attendance.

SECTION 4. Attendance Rules.

SECTION 4.1. Absences will be classified as excused or unexcused absences. The following circumstances are excused absences:

a) Personal illness or attendance in school endangers a student's health or the health of others.
b) A serious illness or death in a student's immediate family necessitating absence from school.
c) A court order or an order by a governmental agency mandating absence from school.
d) Observance of religious holidays.
e) Conditions rendering attendance impossible or hazardous to student health or safety.
f) A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parents or legal guardians deployment or during such parents or legal guardian leave.

SECTION 4.2. Unexcused absences are all failures to attend school for a reason other than one listed in Section 4.1.

SECTION 4.3. If a student is absent from school, the student must bring a written excuse the day the student returns to school.

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[86] Op., App. V.

SECTION 4.4. When the student is absent, the school will attempt to contact the parent/guardian to determine the cause of absence. However, a written excuse must be brought, whether or not contact with a parent/guardian is made by phone. The School Leader's designee for absentee calls will maintain an accurate phone log.

SECTION 4.5. All school-work missed due to absence must be made up by the student within a reasonable time or the student risks not receiving credit for the missed work. It is the student's responsibility to make arrangements with the teacher for make-up work.

SECTION 4.6. In order to participate in an extracurricular or after school activity, a student must be in attendance on the school day of the activity.

SECTION 4.7. For each absence beyond ten (10), students must bring an excuse from a doctor, dentist, health center, etcetera, or court for the absence(s) to be excused.

Student Attendance and Accounting Model Policy[87]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

An accurate accounting of student attendance, transportation, and food service shall be kept by the School. Such records shall be kept in accordance with all applicable laws and regulations.

The School Leader will be responsible for maintaining student attendance accounting, and for submitting monthly reports of such records to the Governing Board, which will in turn be responsible for preparing reports to be submitted to the appropriate state offices.

[87] Op., App. W.

Eye Protection Model Policy[required][88]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Every student, teacher, and visitor is required to wear an industrial quality eye protective device when participating in or observing any of the following:

(1) Vocational, technical, industrial arts, chemical, or chemical-physical shops or laboratories involving exposure to the following: Hot molten metals, or other molten materials; milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials; heat treatment, tempering, or kiln firing of any metal or other materials; gas or electric arc welding, or other forms of welding processes; repair or servicing of any vehicle; caustic or explosive materials; or

(2) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations or other hazards not enumerated.

"Industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection, Z87.1-1968, and subsequent revisions thereof, approved by the American National Standards Institute, Inc.

[88] Op., App. X.

Textbooks Model Policy[89][required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

SECTION 1. The term "textbook" means workbooks, manuals, or other books, whether bound or in loose-leaf form, intended for use as a principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such class or group.

SECTION 2. The school shall purchase and loan free all textbooks for all children who are enrolled in grades kindergarten through twelve, and may purchase textbooks and instructional materials for prekindergarten students.

SECTION 3. Only textbooks filed with the state board of education shall be purchased and loaned under this section. No textbooks shall be purchased or loaned under this section to be used in any form of religious instruction or worship.

[89] Op., App. BB.

Parents and Student Complaints and Grievances Model Policy [required][90]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Purpose and General Policy Provisions Related to Resolution of Concerns.

SECTION 1.1. Students and parents have the right and responsibility to express school related concerns and grievances to the faculty and administration. Students and parents shall be assured the opportunity for an orderly presentation and timely review of concerns.

SECTION 2. Process. The faculty and administration shall make an honest and forthright effort to resolve grievances as quickly as possible at the most immediate level of authority.

SECTION 2.1. The levels of authority shall be as follows:

1. **Classroom related concerns** – teachers
2. **School related concerns** (including policies, procedures, administration, unresolved classroom related concerns, etc.) – [School Leader or other title]
3. **Appeals** – Governing Board Grievance Committee

Decisions rendered by the Governing Board shall be considered final.

SECTION 2.2 Any teacher, staff member, or administrator shall have the authority to table any meeting considered to be unproductive, threatening, hostile, inappropriate, or lacking appropriate representation.

SECTION 3. All Appeals to the Governing Board Grievance Committee must be submitted in writing and submitted [insert process].

[90] Op., App. II.

Technology Acceptable Use Model Policy[required][91]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Internet Use and Safety.
The School recognizes that computers and the Internet have educational purpose when used properly. The School will take all measures necessary to provide individual users, both students and administrators, with the understanding and skills necessary to use the Internet appropriately in ways that meet educational needs and personal safety. However, there is always the risk that some students might encounter information on the Internet that could be of potential harm or inappropriate to the student. While the School will inform students on the appropriate use of email and Internet safety and will take all necessary measures to ensure students use computers and the Internet consistent with the terms of this policy, due to the uncontrollable nature inherent to the Internet, the School cannot guarantee the Internet and computer environment for its students. The School does comply with the Children's Internet Protection Act (CIPA) and uses available filtering software. Required (See Section 182.827 RSMO, if no filtering software is used the board must adopt additional policies).

SECTION 1.1. The use of Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators and teachers will deem what is inappropriate use and their decision is final. The school may deny, revoke, or suspend specific user access.

SECTION 2. Staff Responsibilities for Use of Technology

- Develop and help students develop the skills needed to discriminate among information sources, to identify information appropriate to age and developmental levels, and to evaluate and use information to meet educational goals;
- Supervise and/or monitor all to whom one grants access to technology resources regarding implementation of this policy;
- Take an active role in ensuring that students and their parents are aware of the individual student's responsibility to use technology resources in an ethical and educational manner.
- Supervise student Internet and computer usage.

SECTION 3. Student Responsibilities for Use of Technology

- Obtain parental permission before using any school computer on the Internet
- Never give out personal or family information such as phone numbers, credit card numbers, or home addresses.

[91] Op., App. JJ.

- Never arrange for a face-to-face meeting with a stranger and never respond to abusive or suggestive messages. Report all such instances immediately to a teacher or member of the technology staff.
- Use appropriate language when using electronic email or other use of the computer. Do not swear, use vulgarities or any other inappropriate language.

SECTION 4. Network User Responsibilities

- Use of the LEA's technology resources must be in support of education and research consistent with the educational objectives of the School.
- Comply with all rules and laws regarding access and copying of information as prescribed by Federal, State, or local law, and Internet providers.
- Be polite and appropriate. Adhere to all standards of courtesy, etiquette, and existing board policies as they may be interpreted to apply to technology resources.
- Help maintain security of LEA technology resources by following this policy and maintaining secrecy of all passwords. All known breeches of security must be reported to the School Leader or authorized School Leader.
- Be aware that network files and electronic mail are not guaranteed to be private. School technology personnel shall have access to all files.
- Do not permit others to use your account.

SECTION 5. Unacceptable Uses Include, but are not limited to:

- Providing unauthorized or inappropriate access to LEA technology resources.
- Any attempt to harm or destroy data of another user or other networks connected to the Internet.
- Activities involving the loss or unauthorized use of others' work.
- Distribution or use of obscene, abusive, or threatening material, including child pornography and any other material that is harmful to minors. Material that is harmful to minors is any picture, image, graphic image file, or other visual depiction that (a) taken as a whole and with respect to minors, appeals to the prurient interest in nudity, sex, or excretion; (b) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals, and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- Unauthorized use of school resources for commercial, illegal, or profit-making enterprises.
- Knowingly wasting technology resources.
- Physical abuse of the equipment.
- Using technology resources in ways that violate school policies and behavior standards.
- Degrading or disrupting equipment or system performance.

- Installing unauthorized software on school computers, or any violation of copyright established for computer software.
- Knowingly uploading or creating computer viruses.

SECTION 6. Internet Use Agreement
To support and respect each family's right to decide whether or not their child may have access to this resource, no child will be allowed to operate a computer to access the Internet unless all parties commit to such responsibility by completing the School Internet Use Agreement. No child will be allowed to operate a computer to access the Internet without direct adult supervision.

SECTION 7. Transmission of any material in violation of any federal or state regulation is prohibited.
This includes, but is not limited to; copyrighted material, threatening or obscene material, or material protected by trade secret. Use for product advertisement or political lobbying is also prohibited. Use for commercial activities is generally not acceptable.

Drug Free Schools Model Policy [required][92]

The Governing Board of _____[School] adopts the following regulation effective on the date that the policy is adopted by the Board.

SECTION 1. Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the School shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students. Such programs will address the legal, social, and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

SECTION 2. The School shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

SECTION 3. The School certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The School conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

[92] Op., App. KK.

Student Fees Model Policy[93][required]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

No fees shall be charged for enrollment, supplies, equipment, or costs attributable to courses of study, which are offered for credit. Students are required to pay for materials, which are used in constructing projects or other items, which are to be removed from the school, and are thereby the property of the student.

Students may be charged fees or admission for participation in activities, which are voluntary, such as attendance at school athletic, or other co-curricular events. The fee schedule for such events shall be submitted to the Board for approval annually.

[93] Op., App. EE.

Student Records Model Policy[required][94]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. The School will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

SECTION 2. The parents/guardians of students who are attending or have attended the School have the right to inspect and review the educational records of their students and to request amendment of their students' educational records due to errors and/or omission. The School has adopted procedures for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

SECTION 3. All information contained in a student's educational record, except information designated as directory information by the School, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

SECTION 4. Upon request by military recruiters or an institution of higher learning, the School will provide students' names, addresses, and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

[94] Op., App. FF.

Reporting of Child Abuse and Neglect Model Policy[required][95]

The Governing Board of _____[School] adopts the following regulation effective on the date that the policy is adopted by the Board.

SECTION 1. Mandatory Reporters
The following individuals are mandatory reporters:

1. Teacher

2. Principal

3. School official

4. Any other person with responsibility for the care of children

Section 2. Reporting.
Section 2.1. All mandatory reporters have a duty[96] to report suspected child abuse and neglect, including truancy and educational neglect to the Missouri Department of Social Services, Children's Division. Such report shall be made via the Child Abuse and Neglect Hotline or the Online Mandated Reporting portal.

Section 2.2. Mandatory reporters who know or have reason to believe that a child has been or may be subject to abuse or neglect by any person shall also report such belief to their supervisor.

Section 2.3. Any other school employee who is not a mandatory reporter shall report any suspected child abuse or neglect to their supervisor. If their supervisor is not a mandatory reporter, the employee shall report the suspected abuse or neglect to both their supervisor and a mandatory reporter.

SECTION 2.4. An oral report shall be made immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, by telephone or otherwise and followed by a report in writing, if requested, to a child welfare agency providing protective services, as designated by the Children's Division, or, in the absence of such agency, to an appropriate police authority or LEA attorney.

[95] Consolidated Op., App. LL and HR, App. L.
[96]

Discipline Model Policy [required][97]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Purpose
SECTION 1.1. The School's discipline policy sets out the rules of student behavior applicable to all students and the procedures for imposing discipline on students who violate these rules. In general, discipline is designed to correct a student's misconduct and to encourage the student to be a responsible citizen of the School community. Disciplinary actions will be in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

The disciplinary process may include due consideration of student support services that may be available through the school, the school system, other public entities, or community organizations. Where feasible, the School prefers to reassign disruptive students to alternative educational settings rather than to suspend or expel such students from school.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The intent of this policy will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance.

The Board authorizes the immediate removal of a student upon a finding by a School Leader that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

No student may be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel. For the purpose of this policy, a student is unattended if no person has visual contact with the student, and a locked space is a space that the student cannot reasonably exit without assistance.

SECTION 2. Enforcement
The School Leader is responsible for the development of additional regulations and procedures regarding student conduct needed to maintain proper behavior in schools under their supervision. All such regulations and procedures shall be consistent with Board-adopted discipline policies.

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the School Leader. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All LEA staff is required to enforce LEA policies, regulations and procedures in a manner that is

[97] Op., App. MM.

fair and developmentally appropriate and that considers the student and the individual circumstances involved.

All employees of the LEA shall annually receive instruction related to the specific contents of the LEA's discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

SECTION 3. Investigation Process
When a violation of school rules is reported or suspected, the School Leader or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school police, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

SECTION 4. Definitions of Disciplinary Methods
SECTION 4.1. In-School Suspension. Defined as the removal of a student from regular classes and assignment to an in-school suspension setting in the School. The student's teachers send class assignments to in-school suspension. The student may not attend or participate in extracurricular activities while assigned to in-school suspension.

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend his/her class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The School Leader has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

SECTION 4.2. Out-of-School Suspension. Defined as the removal of a student from School (or school bus) for one to ten school days. The School Leader may impose an out-of-school suspension of up to ten school days. Schoolwork missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request schoolwork and pick up the schoolwork during school hours.

Long-term suspension is defined as the removal of a student from School (or school bus) for more than ten school days but not beyond the current school semester. Only the Student

Evidentiary Hearing Committee (defined below) or the school's Governing Board may impose long-term suspension.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Student Evidentiary Hearing Committee or the school's Governing Board. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the School Leader may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This does not apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

SECTION 4.3. Expulsion. Defined as the removal of a student from School (or school bus) for a specified period of time beyond the current semester. Only the Student Evidentiary Hearing Committee or the school's Governing Board may impose expulsion.

A student who has been expelled may not attend any school within the LEA but may apply for readmission after six months.

SECTION 4.4. Alternative School. A student who is removed from his/her local school for more than 10 school days may be allowed to attend an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. The student may not return to his/her school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.

SECTION 4.5. Probation. "Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found guilty of certain offenses may be placed on probation by the School Leader, a local formal hearing officer, the Student Evidentiary Hearing Committee, the Disciplinary Action Review Committee, or the school's Governing Board. Violation of a local school or school system rule while on probation may result in further disciplinary action, including a possible referral to the Student Evidentiary Hearing Committee.

SECTION 4.6. Restrictions on School Activities. Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, [including the prom or graduation exercises] if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the School Leader for permission for the student to participate in school-sponsored activities. If denied permission by the School Leader, the parent or guardian may appeal to the school's Governing Board. The Board's decision shall be final.

SECTION 5. Offenses and Consequences
SECTION 5.1. Reporting to Law Enforcement. It is the policy of the School to report all crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the LEA is required to report in accordance with law.

The following acts, regardless of whether they are committed by juveniles, are subject to this reporting requirement:

1. First or second degree murder under §§ 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under § 565.023, .024, RSMo.
3. Kidnapping under § 565.110, RSMo.
4. First, second or third degree assault under §§ 565.050, .060, .070, RSMo.
5. Sexual assault or deviate sexual assault under §§ 566.040, .070, RSMo.
6. Forcible rape or sodomy under §§ 566.030, .060, RSMo.
7. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
8. Robbery in the first degree under § 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs under §§ 195.211, .212, RSMo.
11. Arson in the first degree under § 569.040, RSMo.
12. Felonious restraint under § 565.120, RSMo.
13. Property damage in the first degree under § 569.100, RSMo.
14. Child molestation in the first degree pursuant to § 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
16. Sexual abuse pursuant to § 566.100, RSMo.
17. Harassment under § 565.090, RSMo.
18. Stalking under § 565.225, RSMo.

The School Leader shall also notify the appropriate law enforcement agency if a student is discovered to possess a controlled substance or weapon in violation of the LEA's policy.

In addition, the School Leader shall notify the appropriate division of the juvenile or family court upon suspension for more than ten days or expulsion of any student who the School is aware is under the jurisdiction of the court.

SECTION 5.2. Documentation in Student's Discipline Record. The School Leader, his/her designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the school. In addition, any of the following offenses constitute a serious violation of the School's policy and must be documented in the student's discipline record in accordance with law:

1. Any act of school violence or violent behavior.
2. Any offense that occurs on school property, on school transportation or at any school activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten school days.

SECTION 5.3. Prohibition Against Being On or Near School Property During Suspension. All students who are suspended or expelled are prohibited from being on school property for any reason unless permission is granted by the School Leader or his/her designee. Any

student who is suspended for any offenses listed in section 160.261, RSMo, or any act of violence or drug-related activity shall not be allowed to be within 1,000 feet of any public school in the LEA unless one of the following conditions exist:

1. The student is under the direct supervision of the student's parent, legal guardian, or custodian.
2. The student is under the direct supervision of another adult designated by the student's parent, legal guardian, or custodian, in advance, in writing, to the School Leader of the school that suspended the student.
3. The student is in an alternative school that is located within 1,000 feet of a school in the LEA.
4. The student resides within 1,000 feet of a school in the LEA and is on the property of his or her residence.

If a student violates this prohibition he or she may be subject to additional discipline, including suspension or expulsion, in accordance with the offense, "Failure to Meet Conditions of Suspension," listed below.

SECTION 5.4. Prohibited Conduct. The following are descriptions of prohibited conduct as well as potential consequences for violation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.

Arson – Starting or attempting to start a fire or causing or attempting to cause an explosion.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

Assault
1. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

2. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.

First Offense:	Expulsion.

Automobile/Vehicle Misuse – Discourteous or unsafe driving on or around school property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on school property.

First Offense:	School Leader/Student conference, suspension or revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Revocation of parking privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.

Bullying – Intimidation, harassment and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes, but is not limited to: physical violence, verbal taunts, name-calling and put-downs, threats, extortion or theft, damaging property, cyber-bullying, and exclusion from a peer group.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Bus or Transportation Misconduct– Any offense committed by a student on, while waiting for, or entering transportation provided by or through the school shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

Dishonesty – Any act of lying, whether verbal or written, including forgery.

First Offense:	Nullification of forged document. School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Nullification of forged document. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Disrespect to Staff– Willful or continued willful disobedience of a directive or request by a LEA staff member or disrespectful verbal, written, pictorial, or symbolic language or gesture that is directed at a LEA staff member and that is rude, vulgar, defiant, in violation of LEA policy or considered inappropriate in educational settings.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Disruptive Conduct or Speech – Verbal, written, pictorial or symbolic language or gesture that is directed at any person and that is disrespectful, rude, vulgar, defiant, in violation of LEA policy or considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Drugs/Alcohol
1. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.

First Offense:	School Leader/Student conference, in-school suspension or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

2. Possession, use of, or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, controlled substances, illegal drugs, counterfeit drugs, imitation controlled substances or drug-related paraphernalia.

First Offense:	School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

3. Sale, purchase, transfer or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, controlled substances, illegal drugs, counterfeit drugs, imitation controlled substances or drug-related paraphernalia.

First Offense:	Expulsion.

Extortion – Threatening or intimidating any person for the purpose of obtaining money or anything of value.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Failure to Meet Conditions of Suspension – Coming within 1,000 feet of any public school in the LEA while on suspension for an offense that requires reporting to law enforcement or for an act of school violence or drug-related activity. See section of this regulation entitled, "Prohibition Against Being On or Near School Property During Suspension."

In determining whether to suspend or expel a student, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence within 1,000 feet of the school is disruptive to the educational process or undermines the effectiveness of the school's disciplinary policy.

First Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

False Alarms (see also "Threats or Verbal Assaults") – Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening, disturbing, disrupting or causing the evacuation or closure of school property.

First Offense:	Restitution. School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Fighting (see also, "Assault") – Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Harassment/Discrimination– Use of verbal, written or symbolic language based on race, color, religion, sex, national origin, ancestry, disability, age or any other characteristic that has the purpose or effect of unreasonably interfering with a student's educational

environment or creates an intimidating, hostile or offensive educational environment. Examples of illegal harassment include, but are not limited to, graffiti, display of written material or pictures, name calling, slurs, jokes, gestures, threatening, intimidating or hostile acts, theft or damage to property.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Hazing – Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity. Hazing may occur even when all students involved are willing participants.

First Offense:	School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Public Display of Affection – Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Sexual Harassment/Discrimination
1. Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational environment or creates an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

2. Unwelcome physical contact based on gender or of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether or not the touching occurred through or under clothing.

First Offense:	School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Sexual Misconduct – Exposing of body parts to another individual including, but not limited to, possession, transfer or exposure of images, electronic or otherwise, of the body parts or sexually explicit images of oneself or others, and/or initiating or participating in an act of a sexual nature.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Technology Misconduct
1. Unauthorized use of cellular telephones, personal computers, or unauthorized use of electronic devices during instructional time.

First Offense:	Teacher/Student conference, temporary confiscation of device, and/or detention.
Subsequent Offense:	Teacher/Student conference, School Leader/Student conference, temporary confiscation of device, detention, or 1-180 days out-of-school suspension.

2. Attempting, regardless of success, to gain unauthorized access to technology system or information; to use LEA technology to connect to other systems in evasion of the physical limitations of the remote system; to copy LEA files without authorization; to interfere with the ability of others to utilize LEA technology; to secure a higher level of privilege without authorization; to introduce computer "viruses," "hacking" tools, or other disruptive/destructive programs onto or using LEA technology; or to evade or disable a filtering/blocking device.

First Offense:	Restitution. School Leader/Student conference, loss of user privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.

Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

3. Violation other than those listed in (2) or of the Board Technology Acceptable Use Policy or regulations, administrative procedures or netiquette rules governing student use of LEA technology.

First Offense:	Restitution. School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Theft
Theft, attempted theft or knowing possession of stolen property.

First Offense:	Return of or restitution for property. School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

Threats or Verbal Assault
Verbal, written, pictorial or symbolic language and/or gestures creating a reasonable fear of physical injury or causing school property damage. Threats by students, whether made on campus or off school grounds, which constitute a “true threat” against the LEA, its students or employees, will be immediately reported to law enforcement officials and will subject the student to suspension and a possible referral for expulsion. The definition of “true threat” shall be construed in accordance with applicable law and encompasses those statements that a reasonable recipient would view as a serious threat of violence or death.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Tobacco
Defined as possession and/or us of any tobacco products on school grounds, school transportation or at any school-activity.

First Offense:	Confiscation of tobacco product. School Leader/Student conference, detention, or in-school suspension.
Subsequent Offense:	Confiscation of tobacco product. Detention, in-school suspension, or 1-10 day out-of-school suspension.

Truancy
Defined as absence from school without the knowledge and consent of parents/guardians and/or the school administration; excessive non-justifiable absences, even with the consent of parents/guardians.

First Offense:	School Leader/Student conference, detention, or 1-3 days in-school suspension.
Subsequent Offense:	Detention or 3-10 days in-school suspension.

Unauthorized Entry
Entering or assisting any other person to enter a LEA facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a LEA facility through an unauthorized entrance; assisting unauthorized persons to enter a LEA facility through any entrance.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Vandalism
Defined as the willful damaging or the attempt to cause damage to real or personal property belonging to the school, staff or students.

First Offense:	Restitution. School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Weapons
1. Defined as the possession or use of any instrument or device, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or section 571.010, RSMo, which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.

First Offense:	School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

2. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in section 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2)

First Offense:	One calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.
Subsequent Offense:	Expulsion.

Threats of Violence Model Policy[98]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Policy.
It is the policy of the Governing Board to take all reasonable steps to provide a safe environment for students and staff. To that end, any threat by any individual directed toward another which if carried out would pose a potential danger to the life and safety of students and/or staff should be regarded and treated seriously.

SECTION 2. Responsibility for Reporting
SECTION 2.1. Any student who receives information concerning such a threat should immediately report that information to a teacher, counselor, or school administrator. The failure of a student to report such information may be treated as a disciplinary problem.

SECTION 2.2. Any employee who receives information concerning such a threat should take appropriate action to respond to the threat including taking steps to separate the student perceived to be a threat from the potentially threatening situation and/or reporting the information to the Administrator(s). If the staff member believes the situation is so serious as to warrant the notifying of outside authorities, the employee must notify the Administrator(s) so that the Administrator(s) can be responsible for taking such steps.

SECTION 3. Administrative Action.
SECTION 3.1. The School Leader or his/her designee should take immediate steps to investigate and determine the factual circumstances of the threat and then determine the appropriate action to respond to it. Such action may include disciplining the student(s) involved as appropriate under school rules, contacting the parents of the student(s) involved, contacting appropriate law enforcement or other officials.

SECTION 3.2. Whenever the responsible Administrator(s) feels that it is necessary to contact outside officials to respond to a threat appropriately, the School Leader or his/her designee should also contact the Governing Board.

[98] Op., App. NN.

Teacher Externship Model Policy

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.
If _____ (school) uses a salary schedule in which a teacher receives a higher salary if he or she has earned credit hours in graduate-level courses, the school shall consider any teacher who has completed a certified teacher externship to have completed credit hours in graduate-level courses on its salary schedule in the manner prescribed by the equivalency schedule in statute and compensate the teacher accordingly.

Flag of the United States of America and Pledge of Allegiance Model Policy[recommended]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Display of Flag of the United States of America
Section 1.1. The School shall display in a prominent place either upon the outside of the school building or upon a pole erected in the school yard the flag of the United States of America.

Section 2. Pledge of Allegiance.
Section 2.1. The school shall ensure that the Pledge of Allegiance to the flag of the United States of America is recited in at least one scheduled class for every student enrolled in the school no less often than once per school day.

Section 2.2. No student shall be required to recite the Pledge of Allegiance.

Eddie Eagle Gunsafe Program Model Policy

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Eddie Eagle Gunsafe Program
Section 1.1. The school may annually teach the Eddie Eagle Gunsafe Program to first grade students. The school is authorized to teach any substantially similar program of the same qualifications or any successor program in lieu of the Eddie Eagle Gunsafe Program.

Section 1.2. The purpose of the program is to promote the safety and protection of children. It shall emphasize how students should respond if they encounter a firearm.

Section 1.3. School personnel and program instructors shall not make value judgments about firearms.

Section 1.4. The school should not include or use a firearm or demonstrate the use of a firearm when teaching the program.

Section 1.5. Students with disabilities shall participate to the extent appropriate as determined by the provisions of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

Volunteers and Chaperones Model Policy [Section 1 required][99]

The Governing Board of_____ [School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. The School encourages participation of parents and citizens of the community to volunteer in the school in order to serve as additional resources to the teachers and students. Prior to serving as a volunteer, each individual who may have unsupervised contact with a child must complete an application for the position, have a satisfactory criminal records check, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Social Services. - Required

SECTION 2. Chaperone Duties and Responsibilities.

SECTION 2.1. All students must ride in school provided transportation both to and from the fieldtrip and during transport during a fieldtrip to multiple locations. At no time will students ride in transportation not provided by the school unless prior approval by school administration is granted in writing.

SECTION 2.2. School staff shall maintain a list of all chaperones and the students to which they are assigned. Chaperones are responsible specifically for the supervision of these students; however, they also retain responsibility for general supervision and safety of all [school] students.

SECTION 2.3. Adults observing behavior by students or other adults that is contrary to school policy or procedure shall immediately report the incident to a [school] staff member or administration.

SECTION 2.4. School staff is responsible for taking roll of students prior to departure from any location, every time the group reconvenes, and periodically throughout the course of trip to ensure all students are present. School staff may not delegate this responsibility to a chaperone or any other person.

SECTION 2.5. The use of cell phones and texting should be for emergency use only when acting in a supervisory capacity.

SECTION 2.6. Chaperones should be strategically located on buses and at venues to ensure that students are adequately supervised at all times.

SECTION 2.7. Chaperones may not bring siblings of their child who is attending the trip.

SECTION 2.8. Chaperones may not leave the group or venue at any time during the course of a fieldtrip from departure from the school to arrival at the school after the trip. Chaperones and School staff are expected to participate in all activities planned as part of a field trip itinerary.

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[99] Op., App. HH.

SECTION 2.9. Chaperones may not drink alcoholic beverages, utilize illegal substances, smoke or chew tobacco, or use profanity at any time during the course of a fieldtrip from departure from the school to arrival at the school after the trip. Chaperones should refrain from socializing with other chaperones or School staff while supervising students.

SECTION 2.10. Chaperones should ensure that all students remain seated on the bus and monitor student behavior on the bus. Students are expected to be quiet while in heavy traffic, when exiting/entering the interstate, or when crossing a railroad track.

SECTION 2.11. Students should be escorted into and out of public bathrooms. At no time should any student, even a child of a chaperone, be left unattended in a bathroom.

SECTION 2.12. A School staff member or chaperone should never leave Students unattended.

SECTION 2.13. Students should remain with their specific chaperone unless authorized by a [school] staff member.

SECTION 2.14. Students who become ill during the course of a field trip should be brought to a [school] staff member. Parents of the student should be promptly contacted by the [school] staff member. The School staff member and chaperone will work collaboratively to ensure the child is properly attended.

SECTION 2.15. All procedures and rules specific to a field trip shall be strictly adhered to by all parents, students, and [school] staff.

Weapons at School Model Policy[required][100]

The Board of_____ [school] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. The presence of firearms and weapons poses a substantial risk of serious harm to School students, staff, and community members and is a violation of state law. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials.

SECTION 2. Student participation in school sanctioned gun safety courses, student military or ROTC courses, or other school sponsored firearm related events does not constitute a violation of this policy, provided the student does not carry a firearm or other weapon into any school, school bus, or onto the premises of any other activity sponsored or sanctioned by school officials. In addition, persons passing through School LEA property for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

[100] Op., App. OO.

Student Safety Model Policy [required][101]

The Board of _____(School) adopts the following policy effective on the date of adoption by the Board.

In addition, and pursuant to Every Student Succeeds Act of 2015, student victims of a violent criminal offense that was committed on school premises may transfer to another school. To ensure awareness of this policy, the parents of student victims will be notified in writing of the right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to his or her property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

The School will notify the Department of Elementary and Secondary Education (DESE) of all violent criminal offenses committed on school premises when the victim is a student or employee.

[101] Op., App. PP.

Seclusion, Restraint and Corporal Punishment Model Policy [required][102]

The Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

Section 1. General Policy Provisions

Section 1.1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by state law, is prohibited by the School.

Section 1.2 The use of seclusion, as defined by state law, is prohibited within the School.

Section 1.2.1 Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.

Section 1.2.2. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

Section 2. Physical Restraint

Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.

Section 2.1. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.

Section 2.2. Physical restraint shall not be used (1) as a form of discipline or punishment (2) when the student cannot be safely restrained; or (3) when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.

Section 2.3 All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.

Section 2.4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.

Section 2.4.1 Approved training programs must address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.

[102] Op., App. QQ.

Section 2.4.2 The school shall annually review the policy and procedures regarding the physical restraint of students. Any employee who is authorized to use restraints shall annually complete mandatory training in the restraint techniques the School uses.

Section 2.4.3 Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each of the provided trainings. Copies of such documentation will be made available to the Missouri Department of Elementary and Secondary Education or any member of the public upon request.

Section 2.5. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

Section 2.6. The use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained. A report shall be completed that contains the following information:

The date, time of day, location, duration, and description of the incident and interventions;

Any event leading to the incident and the reason for using restraint;

A description of the methods of restraint used;

The nature and extent of an injury to the student;

The names, roles, and certifications of each employee involved in the use of restraint

The name, role, and signature of the person who prepared the report;

The name of any employee whom the parent or guardian can contact regarding the incident and use of restraint;

The name of an employee to contact if the parent or guardian wishes to file a complaint; and

A statement directing parents and legal guardians to a sociological, emotional, or behavioral support organization and a hotline number to report child abuse and neglect.

A copy of any reported created under this section shall be given to the Department of Elementary and Secondary Education within thirty days of the incident.

Section 2.7. Whenever physical restraint is used on a student the School or program where the restraint is administered shall notify the student's parent or legal guardian no later than one hour after the end of the School day in which the use of the restraint occurred. The notification may be oral or electronic and shall include a statement that the report created under Section 2.6 will be provided within five school days. Any report created under Section 2.6 shall be provide to the parent or legal guardian within five school days.

Section 2.8. An officer, administrator, or employee of the School is prohibited from retaliating against any person for having reported a violation of this policy; or providing information regarding a violation of this policy.

Section 3. Time-Out

This policy does not prohibit a staff member from utilizing time-out, as defined above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

Section 4. Student Fights or Altercations

This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

Section 5. Physical Restraints

The decision whether or not the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

Section 6. Law Enforcement or Emergency Medical Personnel Assistance

Section 6.1. In some instances, in which a student is an immediate danger to himself or herself or others, the School or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

Section 6.2. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

Section 7. Corporal Punishment

Section 7.1. For the purposes of this policy, corporal punishment is a form of physical punishment administered by an adult to the body of a child for the purpose of discipline or reformation, or to deter attitudes or behaviors deemed unacceptable. No person employed by or volunteering on behalf of the School shall administer corporal punishment or cause corporal punishment to be administered upon a student attending LEA schools.

Section 7.2. A staff member may, however, use reasonable physical force against a student for the protection of the student or other persons or to protect property. Restraint of students in accordance with the School's policy on student seclusion, isolation, and restraint is not a violation of this policy.

Section 7.3. A student shall not be subject to corporal punishment procedures without a parent or guardian being notified and providing written permission for corporal punishment.

Cardiopulmonary Resuscitation Instruction Model Policy [required for high school]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

The school shall provide enrolled students with instruction in cardiopulmonary resuscitation. Upon graduation from high school, pupils shall have received thirty minutes of cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking given any time during a pupil's four years of high school. Instruction shall be included in the school's existing health or physical education curriculum.

Students with disabilities may participate to the extent appropriate as determined by the provisions of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

Active Shooter and Other Emergency Training and Drills Model Policy [required][103][revised]

The Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. TEACHER AND EMPLOYEE TRAINING

Beginning in the 2026-2027 school year, the school shall include in its teacher and school employee training components on:

(1) How to properly respond to students who provide a teacher or school employee with information about a threatening situation;

(2) How to address situations in which there is a potentially dangerous or armed intruder in the school;

(3) Information and techniques on how to address situations where an active shooter is present in the school or on school property;

(4) How to identify potential threats or safety hazards; and

(5) Protocols for emergencies in the school including, but not limited to:

(a) Evacuations;

(b) Severe weather;

(c) Earthquakes;

(d) Fire; and

(e) Medical.

Such training shall be conducted annually.

SECTION 2. SIMULATED ACTIVE SHOOTER AND INTRUDER RESPONSE

School personnel may participate in a simulated active shooter and intruder response drill conducted and led by law enforcement professionals or school safety professionals. Each drill may include an explanation of its purpose and a safety briefing.

All instructors for the program shall be certified by the department of public safety's peace officers standards training commission.

SECTION 3. COURAGE TO REPORT

[103] Op., App. UU.

The school shall foster an environment in which students feel comfortable sharing information they have regarding a potentially threatening or dangerous situation with a responsible adult.

The school shall annually provide age-appropriate information and training on the Missouri state highway patrol's Courage2ReportMO reporting mechanism or its successor reporting mechanism.

SECTION 4. ACTIVE SHOOTER DRILL

The school shall hold an age-appropriate active sooter exercise in which students, teachers, and other school employees participate in and practice the procedures for safety and protection to be implemented under such conditions.

Age Criteria for Kindergarten Admission Model Policy [required][104]

SECTION 1. Kindergarten Eligibility Criteria

To be eligible to receive state funds for kindergarteners, a child is eligible for admission to kindergarten and to a summer school session immediately preceding kindergarten, if offered, if the child reaches the age of five before the first day of August of the school year beginning in that calendar year.
Accordingly, no state funds will be received for a child admitted to kindergarten who reaches the age of five on or after August 1 of the school year beginning in that calendar year, unless one of the following exceptions applies:

(1) The child is a military dependent who has successfully completed an accredited prekindergarten program or has attended an accredited kindergarten program in another state.

(2) If a charter school is located within a metropolitan school district (St. Louis Public Schools district), and the school district has elected, under section 160.054, RSMo, to admit kindergarten children who reach the age of five on or before any date between August first and October first of that year, then the charter school may adopt the same policy.

(3) If a charter school is located within an urban school district (Kansas City Public Schools district), and the school district has elected, under section 160.055, RSMo, to admit to kindergarten children who reach the age of five on or before any date between August first and October first of that year, then the charter school may adopt the same policy.

SECTION 2. Kindergarten Admittance Policy

Based on the foregoing, the Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

No child shall be admitted to kindergarten or to the summer school session immediately preceding kindergarten, if offered, unless the child reaches the age of five before:

{Choices:
The first day of August of the school year beginning in that calendar year.

The first day of October of the school year beginning in that calendar year.

The ____ day of _____ of the school year beginning in that calendar year.}

Ensure the choice in the policy is based upon the limitations in Section 1 unless the Governing Body has determined it will forego state aid for kindergarten students.

[104] Op., App. VV.

Program for Homeless Students Model Policy [required][105]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

The _____ (LEA) recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. Therefore, the _____ (LEA), in accordance with state and federal law (Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act) and the Missouri State Plan for Homeless Children and Youth, will give special attention to ensure that homeless children in the LEA have access to free, appropriate public education.

Definitions:

A "homeless child" or "homeless youth" is one who:

A. lacks a fixed, regular, and adequate nighttime residence; and

B. includes--

i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

iv. migratory children or youths who qualify as homeless because they are living in circumstances described in subdivisions (i) to (iii) above.

The first category may include some individuals who have moved in with others. Consideration of each individual case, along with the permanency of the situation, will be needed in order to identify those who are homeless.

The terms "enroll" and "enrollment" include attending classes and participating fully in school activities.

The "school of origin" is the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Enrollment and Placement:

Homeless children and youth frequently move, and maintaining a stable school environment is critical to their success in school. To ensure this stability, LEAs must

[105] Op., App. ZZ.

make school placement determinations on the basis of the "best interest" of the homeless child or youth. Using this standard, _____ (LEA) must:

(a) Continue the child's or youth's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year; or

(b) Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

In determining what is a child or youth's best interest, _____ (LEA) must, to the extent feasible, keep a homeless child or youth in the school of origin, unless doing so is contrary to the wishes of the child or youth's parent or guardian. If _____ (LEA) wishes to send a homeless child or youth to a school other than the school of origin or a school requested by the parent or guardian, _____ (LEA) must provide a written explanation of its decision to the parent or guardian, together with a statement regarding the right to appeal the placement decision.

Enrollment requirements which may constitute a barrier to the education of a homeless child or youth may be waived if allowed by law. _____ (LEA) may, however, require contact information.

If _____ (LEA) is unable to determine the grade level of the student because of missing or incomplete records, _____ (LEA) shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child/youth.

Transportation:
Transportation must be provided, at the request of the parent or guardian (or in the case of the unaccompanied youth, the homeless liaison) to and from the school of origin.

- If the homeless child or youth continues to live in the area served by the LEA in which the school of origin is located, that LEA must provide or arrange for the child's or youth's transportation to or from the school of origin.

- If the homeless child or youth continues his or her education in the school of origin but begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEAs cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.

- The transportation requirement applies even if the LEA does not provide transportation to non-homeless students.

Services:

Each homeless child or youth shall be provided services comparable to services offered to other students in the LEA including, but not limited to, transportation services, educational services for which the child meets the eligibility criteria, such as educational programs for children with disabilities, English learners, programs in career and technical education, programs for gifted and talented students, before-and-after school programs, school nutrition programs, and transportation.

Homeless students will not be segregated in a separate school or in a separate program within a school based on the students' status as homeless.

In the event that it is in the best interest of the homeless child or youth to attend the school of origin, it shall be the responsibility of this LEA to provide for the transportation of the student. This may be achieved through the transportation services of this LEA, the school of origin, or another outside agency.

Records:

Once LEA officials have determined that an enrolling student is homeless, the LEA's homeless liaison must assist the student in obtaining his/her education, immunization, medical, and other records. According to McKinney-Vento, the student must be enrolled in the interim.

Immunization:

If the homeless liaison is unable to obtain prior immunization records within thirty (30) days of enrolling and the student is still eligible for services under the homeless education program; the student must begin the immunization series and demonstrate that satisfactory progress has been accomplished within (90) days. If the homeless student maintains that he/she is exempted from receiving immunizations, then after thirty (30) days the student must provide documentation in accordance with the exemption requirements provided for in §167.181.3, RSMo.

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records, and evaluation for special services or programs of each homeless child or youth shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when homeless children or youth enters a new LEA. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act.

Liaison:

The Board will designate an individual to act as the LEA's homeless liaison to ensure compliance with federal and state law. The homeless liaison will "ensure that homeless children and youth enroll and succeed in the schools of that agency; and homeless families, children and youth receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, and other appropriate services." The homeless liaison will also ensure that disputes regarding the placement or education of homeless children or youth are resolved in a timely fashion.

The LEA shall inform school personnel, service providers and advocates working with homeless families of the duties of the LEA homeless liaison.

Resolving Grievances:

Level I - A complaint regarding the placement or education of a homeless child or youth shall first be presented orally and informally to the LEA's homeless liaison. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless liaison. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge state. Within five (5) working days after receiving the complaint, the liaison shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the liaison will inform the _____ (head of the LEA) or his/her designee of the formal complaint and the disposition.

Level II - Within five (5) working days after receiving the decision at Level I, the complainant may appeal the decision to the _____(head of the LEA) or his/her designee by filing a written appeal package. This package shall consist of the complainants' grievance and the decisions rendered at Level I. The _____(head of the LEA) or his/her designee will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the _____(head of the LEA) or his/her designee shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III - If resolution is not reached in Level II, a similar written appeals package shall be directed through the _____(head of the LEA) or his/her designee to the Board requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For LEA purposes, the decision of the Board is final.

Level IV - If the complainant is dissatisfied with the action taken by the Governing Board of the LEA, a written notice stating the reasons for the dissatisfaction may be filed with the state director of special federal instructional programs. The state director will initiate an investigation, determine the facts relating to the complaint, and issue notice of his or her findings within thirty (30) days to the LEA and the complainant. If the findings support the action taken by the LEA, such action will be confirmed. If the findings support the allegations of the complainant, the LEA will be directed to take corrective action. An appeal of this decision can be made within ten (10) days to the Deputy Commissioner of Education. Within thirty (30) days after receiving an appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.

Local Educational Agency Title I.A Parental Involvement Model Policy and School Title I.A Parental Involvement Model Policy [required][106]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parental and family engagement policy as required by the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (parental involvement policy).

I. LOCAL EDUCATIONAL AGENCY POLICY.

In General: A local educational agency may receive Title I, Part A funds only if such agency Conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members consistent with the provisions below. Such programs, activities, and procedures shall be planned and implemented with meaningful consultations with parents of participating children.

Written Policy: Each local educational agency that receives funds under Title I, Part A shall develop jointly with, agree upon with, and distribute to, parents and family members of participating children a written parent and family engagement policy that is incorporated into the local educational agency's plan developed under section 1112, establishes the expectations and objectives for meaningful parent and family involvement, and describes how the local educational agency will:

- involve parents and family members in the joint development of the plan under section 1112, and the support and improvement plans under section 1111;

- provide the coordination, technical assistance, and other support necessary to assist and build the capacity participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

- coordinate and integrate parent and family involvement strategies under this part with parent and family engagement strategies under relevant federal, state, and local programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

[106] Op., App. AAA.

- conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions. The LEA should use the findings of such evaluation to design evidence- based strategies for more effective parental involvement, and to revise, if necessary, the parental and family engagement policies described in this section; and

- involve parents in the activities of the schools served under Title I, Part A, which may include establishing a parental advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Reservation of Funds.

Each local educational agency shall reserve at least 1 percent of such agency's allocation under Title I, Part A, subpart 2 to carry out parental and family involvement, including family literacy and parenting skills, (unless 1 percent of such agency's allocation under Title I, Part A, subpart 2 for the fiscal year for which the determination is made is $5,000 or less.)

Parents of children receiving services under Title I, Part A shall be involved in the decisions regarding how funds reserved as set forth above are allotted for parental involvement activities.

II. SCHOOL PARENTAL INVOLVEMENT POLICY.

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, that shall describe the means for carrying out the requirements of Policy Involvement, Shared Responsibilities for High Student Academic Achievement, and Building Capacity for Involvement and Accessibility.

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Special rule.--If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

Amendment.--If the local educational agency has a parental and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

Parental comments.--If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

Policy Involvement.

Each school served under Title I, Part A shall:

(1) convene an annual meeting, at a convenient time, at the beginning of the school year, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain Title I, Part A, its requirements, and their right to be involved. The school shall have sign-in sheets for this meeting and retain such sign-in sheets, the agenda for the meeting and minutes of the meeting for audit purposes by DESE;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of its programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children--

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Shared Responsibilities for High Student Academic Achievement.

As a component of the school-level parent and family engagement policy, each school under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall:

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their children's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A:

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

(3) shall educate teachers, specialized instructional support personnel, principals, and other School Leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

III. ACCESSIBILITY.

In carrying out the parent and family engagement requirements, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the informed participation of parents and family members including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Model Migrant Procedure [required][107]

As a public school receiving federal dollars you are required to have an established procedure to identify and provide services to migrant students. You are not required to adopt a policy to this effect.

Identification

For purposes of Board policies and regulation, a child is a "migratory child" and is eligible for the Migrant Education Program (MEP) if all of the following conditions are met:

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher or has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph three above, in order to seek or obtain qualifying work; and
5. The child has moved from one LEA to another.

Potential migrant students will be identified through a question on the school enrollment form. If it appears that a migrant student is enrolling, the school will have the parent/family complete the DESE Migrant Parent Questionnaire and the school will send the completed form to the State Migrant Director in order to verify eligibility for the program.

Services

If a migrant student is identified by the MELL office, the school must:

- assess the educational, health, and social needs of the identified student and develop objectives to address those needs so that migrant children meet the same challenging State academic content standards and academic achievement standards that all children are expected to meet;
- Provide advocacy to allow children and families to gain access to health, nutrition and social services;
- Review existing programs and resources to determine which can help meet the needs of migrant children and assure that the children have access to them;
- provide professional development activities for teachers to improve the quality of education for migrant children; and,
- provide opportunities for participation of migrant parents in the educational activities of their children.

[107] Op., App. BBB.

Safe Place For Newborns Act Instruction Model Policy

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Safe Place for Newborns Act Instruction

Section 1.1. The school may provide annually to high school students enrolled in health education at least thirty minutes of age- and grade- appropriate classroom instruction relative to the safe place for newborns act of 2002, which provides a mechanism whereby any parent may relinquish care of an infant to the state in safety and anonymity and without fear of prosecution under curtained specified conditions.

Section 1.2. Such instruction shall include the following information:

1. An explanation that relinquishment of an infant means to give over possession or control of the infant to other specified persons as provided by law with the settled intent to forego all parental responsibilities.
2. The process to be followed by a parent in making a relinquishment;
3. The general locations where an infant may be left in the care of certain people;
4. The available options if a parent is unable to travel to a designated emergency care facility; and
5. The process by which a relinquishing parent may reclaim parental rights to the infant and the time lines for taking this action.

Strip Searches Model Policy[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Strip Searches

Section 1.1. No employee or volunteer at the school shall perform a strip search of any student of the school.

Section 1.2. A student may be strip searched by or under the authority of a commissioned law enforcement officer.

Section 1.3. A student may be strip searched by a school employee only if a commissioned law enforcement office is not immediately available and if the school employee reasonably believes that a student possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to himself or herself or another person.

Section 1.4. If a student is strip searched by an employee of the school or a commissioned law enforcement officer, the school will attempt to notify the student's parent or guardian as soon as possible.

Section 1.5. For the purposes of this policy, strip search means the inspection of a person's anus or genitalia, including but not limited to inspections conducted visually, manually or by means of any physical instrument. A strip search shall not include the removal of clothing in order to investigate the potential abuse or neglect of a student; to give medical attention to a student; to provide health services to a student; or to screen a student for medical conditions.

Section 2. Emblem, Insignia or Garment

Section 2.1. No employee of or volunteer in or board member of the school shall direct a student to remove an emblem, insignia, or garment, including a religious emblem, insignia, or garment, as long as such emblem, insignia, or garment is worn in a manner that does not promote disruptive behavior.

Section 3. Violation of Policy

Section 3.1. Any employee of the school who violates Section 1 of this policy shall be immediately suspended without pay, pending an evidentiary hearing, when such employee is entitled by statute or contract to such hearing. If an employee is not entitled to such evidentiary hearing, the employee shall be suspended pending completion of due process or further disciplinary action.

Students with Diabetes Model Policy

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

SECTION 1. Training

SECTION 1.1. School will provide training developed by the Department of Elementary and Secondary Education to a minimum of three school employees if the school has a student with diabetes.

SECTION 1.2. If at any time fewer than three school employees are available to be trained at the school, the school leader shall distribute to all staff members a written notice seeking volunteers to serve as diabetes care personnel. The notice shall inform staff of the following:

(1) The school shall provide diabetes care to one or more students with diabetes and is seeking personnel willing to be trained to provide that care;

(2) The tasks to be performed;

(3) Participation is voluntary and the school shall take no action against any staff member who does not volunteer to be designated;

(4) Training shall be provided to employees who volunteer to provide care;

(5) Trained personnel are protected from liability under section 167.821; and

(6) The identity and contact information of the individual who should be contacted to volunteer.

SECTION 1.3. School employees shall not be subject to any penalty or disciplinary action for refusing to serve as trained diabetes care personnel nor shall a school discourage employees from volunteering for training.

SECTION 1.4. The training shall be coordinated by a school nurse, if the school has a school nurse, and provided by a school nurse or another health care professional with expertise in diabetes.

SECTION 1.5. Such training shall take place prior to the commencement of each school year, or as needed when a student with diabetes is newly enrolled at a school or a student is newly diagnosed with diabetes, but in no event more than thirty days following such enrollment or diagnosis.

SECTION 1.6 The school nurse or another health care professional with expertise in diabetes shall promptly provide follow-up training and supervision as needed. Coordination,

delegation, and supervision of care shall be performed by a school nurse or other qualified health care professional.

SECTION 1.7. The school may provide training in the recognition of hypoglycemia and hyperglycemia and actions to take in response to emergency situations to all school personnel who have primary responsibility for supervising a child with diabetes during some portion of the school day and to bus drivers responsible for the transportation of a student with diabetes.

SECTION 2. Diabetes Plan

SECTION 2.1. The parent or guardian of each student with diabetes who seeks diabetes care while at school should submit to the school a diabetes medical management plan, which upon receipt shall be reviewed by the school.

SECTION 3. Diabetes Care

SECTION 3.1. The school may provide all students with diabetes in the school appropriate and needed diabetes care as specified in their diabetes medical management plan.

SECTION 3.2. In accordance with the request of the parent or guardian of a student with diabetes and the student's diabetes medical management plan, the school nurse or, in the absence of the school nurse, trained diabetes care personnel may perform diabetes care functions including, but not limited to:

(1) Checking and recording blood glucose levels and ketone levels or assisting a student with such checking and recording;

(2) Responding to blood glucose levels that are outside of the student's target range;

(3) Administering glucagon and other emergency treatments as prescribed;

(4) Administering insulin or assisting a student in administering insulin through the insulin delivery system the student uses;

(5) Providing oral diabetes medications; and

(6) Following instructions regarding meals, snacks, and physical activity.

SECTION 3.3. The school nurse or at least one of the trained diabetes care personnel may be on site and available to provide care to each student with diabetes during regular school hours and during all school-sponsored activities, including school-sponsored before-school and after-school care programs, field trips, extended off-site excursions, extracurricular activities, and on buses when the bus driver has not completed the necessary training.

SECTION 4. Student Self-Care

SECTION 4.1. Upon written request of the parent or guardian and authorization by the student's diabetes medical management plan, a student with diabetes shall be permitted to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of his or her diabetes in the classroom, in any area of the school or school

grounds, and at any school-related activity, and to possess on his or her person at all times all necessary supplies and equipment to perform these monitoring and treatment functions.

SECTION 4.2. If the parent or student so requests, the student shall have access to a private area for performing diabetes care tasks.

Organ, Eye, and Tissue Donation Model Policy[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Presentation on Organ, Eye, and Tissue Donation

Section 1.1. Any state or nationally recognized program or organization that provides unbiased information on organ, eye, and tissue donation that requests to present information on organ, eye, and tissue donation to the Board shall be allowed to give such presentation and shall be allotted no less than thirty minutes for the presentation.

Section 1.2. The Board shall consider the information presented and decide whether to present such information to students and parents in the school and the manner in which such information shall be presented.

Section 2. Student Instruction

Section 2.1. No student shall be required to participate in any instruction relating to information about organ, eye, and tissue donation if the student has any sincerely held religious or emotional belief which is contrary to such instruction.

School Admissions Model Policy [required]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. The School shall enroll only:

- Students who reside in the district in which [SCHOOL] operates
- Nonresident students eligible to attend a district school under an urban voluntary transfer program;
- Nonresident students who transfer from an unaccredited district under section 167.895, RSMo, provided that the charter school is an approved charter school, as defined in section 167.895, RSMo, and subject to all other provisions of section 167.895.

[School] does not limit admission based on race, ethnicity, national origin, sexual orientation, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level.

Students will not be required to complete any test or measure in order to be admitted to School. Once students are formally enrolled, formal and informal assessments may be administered to determine the most appropriate instructional plan and placement for each student.

SECTION 2. If capacity of the [School] is insufficient to enroll all students who submit an application during the open enrollment period (established in March of each year), the School will use a lottery admissions process in order to assure all applicants an equal chance of gaining admission.

NOTE FOR CUSTOMIZING: See Section 160.410 RSMo, which allows charter schools to make exceptions to the equal chance of admissions practice for geographic areas around the school, children whose siblings attend the school or whose parents are employed at the school as well as for high risk students in certain instances or students who will be eligible for the free and reduced price lunch program in the upcoming school year.

SECTION 2.1. Priority for enrollment will be given in the following order in accordance with the charter:

1. CURRENTLY ENROLLED STUDENTS
2. CHILDREN OF FACULTY AND STAFF [If stated in the charter application]: Children of full time faculty and full time instructional staff.

3. SIBLINGS [If stated in the charter application]: Siblings of students currently enrolled on the date of the lottery

4. OTHERS: All other eligible students

SECTION 3. Lottery.

SECTION 3.1. The lottery process shall be published in advance and articulated prior to commencement of the lottery.

SECTION 3.2 The lottery shall be observed and certified by a third party individual.

SECTION 4. Wait List.

SECTION 4.1. Lottery positions and waiting list positions will not be secured from year to year. Those offered the opportunity to enroll from the waiting list will have [three] days to complete the enrollment process before the opening will be offered to the next student on the waiting list.

SECTION 4.2. It is the responsibility of the parent or guardian of the wait listed student to provide updated contact information including a phone number and address, and an email if possible.

SECTION 4.3. Parents or guardians of wait listed students must also provide an emergency contact person in the event they cannot be reached regarding an opening. Failure to keep updated information throughout the school year resulting in an inability to notify the parent of an opening waives the student's placement on the waitlist.

SECTION 4.4. A school designee shall contact the next person on the wait list if a slot becomes available. Contact may be made by phone, and if available, by email. Every effort will be made to reach the individual in person; however, if this is not possible, a message will be left on the phone and/or email.

SECTION 4.5. The parents will be given 72 hours to contact the School and make a decision to accept the opening. If contact or a decision is not made within this time frame, the next student on the wait list is extended the offer.

SECTION 6. Registration.

SECTION 6.1. Regardless of when mailed, all applications for [School] must be physically present in the administrative office of School located at [school address] on or before [time p.m.] on [month day]. In the event School is closed on [month day], all applications must be received by [time] p.m. the Monday immediately following [month day].

SECTION 6.2. All applications must be complete. Regardless of reason, failure to have a completed application package in the office of [School] by this deadline may constitute a waiver of inclusion in the lottery for the following school year.

SECTION 6.3. In order to complete the registration process, the following must be received by [School]: completed enrollment application (including the release of records and all required supporting documentation (such as proof of residency, immunizations). Applications timely received but are incomplete due to circumstances beyond the control of the applicant may be included in the lottery at the discretion of the School Leader or his/her designee with a right of appeal to the Governing Board.

SECTION 6.4. The School STRONGLY encourages all applicants to HAND deliver their application to the administrative offices of School. Any applications not present in the School offices by the deadline will be deemed to have waived participation in the lottery regardless of reason.

SECTION 6.5. The School's admission procedures will be published annually.

SECTION 6.6. A register of all complete applications, received in a timely manner, will be maintained in the School's office for review by applicants. Applicants are required to assure their application is registered prior to the deadline.

Missouri Student Religious Liberties Act Model Policy [required]

The Board of _____(school) adopts the following policy, effective on the date of adoption by the Board.

Section 1. Anti-Discrimination

Section 1.1. [School] shall not discriminate against any person on the basis of a religious viewpoint or religious expression.

Section 1.1. [School] shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner [school] treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Section 2. Student Expression in Homework and Classroom Assignments

Section 2.1. Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions.

Section 2.2. Homework and classroom assignments shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by [school].

Section 2.3. Students shall not be penalized or rewarded on account of the religious content of their work. If an assignment requires a student's viewpoints to be expressed in course

work, artwork or other written or oral assignments, [school] shall not penalize or reward a student on the basis of religious content or a religious viewpoint. In such an assignment, a student's academic work that expresses a religious viewpoint shall be evaluated based on ordinary academic standards of substance and relevance to the course curriculum or requirements of the course work or assignment.

Section 3. Student Prayer, Religious Activities, and Religious Expression

Section 3.1. Students in [school] may pray or engage in religious activities or religious expression, before, during, and after the school day in the same manner and to the same extent that students may engage in nonreligious activities or expression, provided that such religious expression or religious activities are not disruptive of scheduled instructional time or other educational activities and do not impede access to school facilities or mobility on school premises.

Section 3.2. Students may organize prayer groups, religious clubs, or other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups.

Section 3.3. Religious groups shall be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the student's expression.

Section 3.4. Religious groups shall be allowed to advertise or announce meetings in the same manner as student groups that meet for nonreligious activities.

Section. 3.5. [School] may only disclaim sponsorship of noncurricular groups and events in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

Section 4. Student Clothing, Accessories, and Jewelry

Section 4.1. Students at [school] may wear clothing, accessories, and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories, and jewelry that display messages or symbols are permitted.

Section 5. Construction

Section 5.1. This policy shall not be construed to:

- Require any person to participate in prayer or in any other religious activity
- Violate the constitutional rights of any person
- Prohibit [school] from maintaining order and discipline in a content and viewpoint neutral manner

- Prohibit [school] from protecting the safety of students, employees, and visitors of [school]

- Prohibit [school] from adopting and enforcing policies and procedures regarding student speech at school, provided that the policies and procedures do not violate the rights of students as guaranteed by law.

Limited Public Forum Model Policy [recommended]

The Board of _____(school) adopts the following policy, effective on the date of adoption by the Board.

Section 1. Establishment of Limited Public Forum

Section 1.1. A limited public forum is hereby established for student speakers at all [school] events at which a student is to publicly speak.

Section 2. Student Speakers

Section 2.1. Students speakers at school events and graduation ceremonies shall be selected using the following neutral criteria:

- **Note: schools should insert their own neutral criteria upon which they will select student speakers for school events and graduation ceremonies. For example, a neutral criteria for a graduation speaker would be grade point average.**

Section 2.2. Student speakers are prohibited from engaging in obscene, vulgar, offensively lewd, or indecent speech.

Section 2.3. Student expression in the limited public forum on an otherwise permissible subject shall not be excluded from the limited public forum because the subject is expressed from a religious viewpoint.

Section 3. Disclaimer

Section 3.1. Any student speech at a school event or graduation ceremony does not reflect the endorsement, sponsorship, position, or expression of [school]

Section 3.2. Such disclaimer shall be made in writing, orally, or both prior to a student speech at any school event or graduation ceremony.

Interstate Compact on Educational Opportunity for Military Children Model Policy [required]

The Board of _____ (school) adopts the following policy, effective on the date of adoption by the Board.

This policy implements the obligations of [SCHOOL] under the Interstate Compact on Educational Opportunity for Military Children.

Section 1. Definitions

A. Active Duty: full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.

B. Deployment: the period one (1) month prior to the service members' departure from their home station on military orders through six (6) months after return to their home station.

C. Education(al) records: those official records, files, and data related to a student and maintained by the school or local education agency including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocol and individualized education programs.

D. Extracurricular activities: a voluntary activity sponsored by the school or local education agency or an organization sanctioned by the local educational agency. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

E. Military installation: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. Territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.

F. Receiving state: the state to which a child of a military family is sent, brought, or caused to be sent or brought.

G. Sending state: the state from which a child of a military family is sent, brought, or caused to be sent or brought.

H. Transition: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

Section 2. Applicability

Section 2.1. This policy applies to the children of: (1) active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211; (2) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and (3) members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

Section 2.2. This policy shall not apply to children of: (1) inactive members of the National Guard and military reserves; (2) members of the uniformed services now retired, except as provided for in Section 2.1; (3) veterans of the uniformed services, except as provided for in Section 2.1; and (4) other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Section 3. Student Eligibility and Enrollment

Section 3.1. Upon receipt of the unofficial education records by [SCHOOL], school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

Section 3.2. Simultaneous with enrollment and conditional placement of student, [SCHOOL] shall request the student's official education record from the school in the sending state. If [SCHOOL] is the school in the sending state, [SCHOOL] will process any such request and furnish the official education records to the school in the receiving state within ten (10) days.

Section 3.2. A special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

Section 3.3. [SCHOOL] is prohibited from charging tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.

Section 3.4. A transitioning military child shall have thirty (30) days from the date of enrollment to obtain any required immunization(s).

Section 3.5. A transitioning military child, placed in the care of a non-custodial parent or other person standing in local parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend [SCHOOL] if he/she was enrolled while residing with the custodial parent.

Section 3.6. Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the state of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

Section 3.7. [SCHOOL] shall facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

Section 4. Placement and Attendance

Section 4.1. When the student transfers before or during the school year, [SCHOOL] shall initially honor placement of the student in educational courses on the student's enrollment in the sending state school and/or educational assessment conducted at the school in the sending state if the courses are offered. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude [SCHOOL] from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

Section 4.2. [SCHOOL] shall initially honor placement of the student in educational programs based on current educational assessment conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs, and 2) English as a second language (ESL). This does not preclude [SCHOOL] from performing subsequent evaluations to ensure appropriate placement of the student.

Section 4.3. [SCHOOL] shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP). [SCHOOL] shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities to provide such students with equal access to education. This does not preclude [SCHOOL] from performing subsequent evaluations to ensure appropriate placement of the student. Nothing in this section exempts {SCHOOL] from the requirements of federal and state law.

Section 4.4. [SCHOOL] may waive course/programs perquisites, or other preconditions for placement in courses/programs.

Section 4.5. A student whose parent or legal guardian is an active duty member of the uniformed services, as defined in this policy, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of [SCHOOL] to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

Section 5. Graduation

Section 5.1. [SCHOOL] shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency, or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, [SCHOOL] shall provide an alternative means of acquiring coursework so that graduation may occur on time.

Section 5.2. Should a military student transferring at the beginning or during his or her senior year of high school be ineligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies shall ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. [SCHOOL] shall ensure cooperation, as either the sending or receiving local education agency, in the event of the situation described in this section.

Use of Social Media by Teachers, Staff, and Students Model Policy

The Board of _____(School) adopts the following policy effective on the date that the policy is adopted by the Board.

The Board of _____(School) understands the value of social media and the benefits offered by digital communication devices for providing quick and easy interaction among peers, students, and families. This policy is intended to support teachers, staff, and students by ensuring that all teachers, staff, and students clearly understand the many factors and possible ramifications to consider when using social media. This policy is in addition to, and complements, existing and future Board policies.

Teachers and Staff

The Board of _____(School) does not take a position on teachers and staff using social media for personal use on personal time. If teachers and staff choose to do so, they should keep in mind the following:

- Teachers and staff should not use personal social media accounts to communicate with students and families regarding topics pertaining to your work with _____(School).

- Do not “friend,” “follow” or otherwise interact with students from personal social media accounts.

- Always write in the first person and make it clear that you are speaking for yourself and not on behalf of the school

- Do not post school related information including but not limited to student information, pictures, and work-product exemplars on personal social media sites.

- Do not share confidential information about internal school discussions.

- Avoid communicating with students and families using personal social media sites, personal email accounts or personal phone numbers.

Social media is an excellent way to share information with families and students. If teachers and staff choose to utilize social media for school related purposes, teachers and staff should utilize the same professional standards, respect, and integrity as if it were a face-to-face communication.

- Use school contact information (email, address, phone, etc…) for creating and maintaining accounts, including student accounts.

- Inform parents of social media created for classroom use and its educational purpose.

- Respect copyright and fair use guidelines. Be sure to cite your source when quoting and use Creative Commons[108] licensing when possible.

- If you make a mistake, admit it and correct it quickly. Clearly state if you've corrected a previous post and apologize if appropriate.

- Treat social media created for school related purposes like a classroom. Monitor closely the interactions between students and deal with inappropriate use immediately.

- When using social media, never reveal information about students including but not limited to their grades, course enrollments, and class schedules. Doing so could be a FERPA violation.

- If posting photos and videos of fellow staff and teachers, seek their permission before posing.

- If posting photos and videos of students, ensure there is a signed parent/guardian permission form on file for each student.

STUDENTS

As a _____(School) student you represent your school even when you are not posting to social media sites during class time. You should follow these guidelines anytime you post material that could identify you or your relationship to the school.

- Be aware of what you post online-- social media is public. Do not post anything you don't want friends, parents, teachers, or a future employer to see.

- Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that

[108] https://creativecommons.org/

criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.

- Do not share your password with anyone other than your teachers and parents.

- Do your own work. Do not use other people's work without their permission. Be aware that it is a violation of copyright law to copy and paste someone else's thoughts. It is good practice to hyperlink to your sources.

- Do not use pictures, videos, songs, and audio clips you do not have permission to use. This may be a violation of copyright laws.

- Social media posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation.

- If you come across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher or parent/guardian right away.

E-Learning Model Policy

The Board of _____(School) adopts the following policy effective on the date that the policy is adopted by the Board.

The purpose of e-learning is to ensure that students continue to build conceptual understanding and skill development even though they are not able to attend school in person. Students will receive course expectations, class announcements, and learning objectives in a digital format. Students will participate in a variety of activities, but not all will be digital in nature. The purpose of this policy is to outline procedures and expectations for e-learning.

Delivery of Instructional Materials

Instructional materials, including course expectations, class announcements, learning objectives, and class assignments, will be delivered to students each [Please choose a schedule that works best for your school. For example, materials may be delivered each day by 9 am; every other day; once a week.]. Materials will be delivered via [email/online e-learning portal].

Attendance

Attendance is recorded based on work completed each week. In order to be considered present, a student must complete at least one required assignment each week. A week for the purposes of this policy begins Sunday and ends Saturday.

Live Classroom Sessions

[Google Meet/Zoom/other platform of school's choosing] will be used to host live class sessions. If your child is unable to attend a live session, the teacher will provide a recorded version of the video conference.

Schools may choose to publish a schedule of live sessions. For example:

First Hour Class	9:00-9:30 am	Fourth Hour Class	1:00-1:30 pm
Second Hour Class	9:30-10:00 am	Fifth Hour Class	1:30-2:00 pm
Third Hour Class	10:00-10:30 am	Sixth Hour Class	2:00-2:30 pm

Teacher Office Hours

Teachers will be available by email or phone (via voicemail) from 9:00-11:00 am and 1:00-3:00 pm. Teachers will respond to all communication requests within 24 hours during office hours via phone or email.

Teachers will provide their email and phone number to all parents/guardians. Schools may choose to provide their teachers with google meet phone numbers so teachers do not have to provide parents/guardians with their home/cell phone number.

Accommodation Support

[Teacher/School Administrator] will hold a telephone conference with the parent(s)/guardian(s) of each student who has accommodations to discuss how the school will provide instruction to that student.

Special education students will receive accommodations outlined in their Individualized Educational Plan (IEP). English Learners will receive accommodations according to their Individual Learning Plan (ILP). Students with Section 504 Plans will receive appropriate accommodations outlined in their 504 Plan.

Take Home Device Model Policy

The Board of _____(School) adopts the following policy effective on the date that the policy is adopted by the Board.

1. Introduction

[School] may provide a laptop computer, tablet, hot-spot, or other device ("school provided devices") for a student's educational use at home. The use of this equipment is meant to enrich the learning experience for the student as they work to acquire the necessary skills and knowledge to become successful in school and in life. To that end, only the student may use a school provided device.

When using a school provided device at home, students must adhere to the same standards as if they were using the device at school. Students must continue to follow the

technology use policy located in their student handbook. This policy and agreement is meant to supplement that policy.

2. Guidelines and Rules for Use of School Provided Devices

2.1. Internet Safety

- Act responsibly and safely
- School provided devices should be used only for school related purposes.
- Ask a trusted adult if you are unsure about something related to the use of your computer or electronic resources.
- Do not share your account information or the account information of others.
- Never post or share pictures or video of yourself or others unless you have school permission.
- Tell a trusted adult if you come across something that is dangerous or disturbing.
- All school rules for how you behave and how you treat others apply to all forms of electronic communication.

2.2. Security, Filtering, and Monitoring

- Students are expected to comply with all security and filtering requirements that would be in place if the device were used on school property.
- Parents/guardians are expected to monitor the student's use of the internet at home so that the device is not used to access illegal or inappropriate websites or download any material from those sites.
- School provided devices may not be used for:
  - Commercial or personal gain.
  - Political purposes, such as trying to influence an election.
  - Any illegal or indecent act such as bullying, inappropriate images or text, or passing along information that is harmful or inappropriate.
  - Any activity intended to alter, bypass, or attempt to bypass the school's network, security settings, filters, safety settings, or user roles.
  - Personal software or applications, games, or operating systems.

2.3. Device Use and Care

- When not in use, keep your school provided device in its protective sleeve or bag.

- Leave all school ID tags or stickers in place; notify a teacher or [school administrator] if they appear to be loose.
- Do not apply stickers or permanently mark your device.
- Do not eat or drink near your device.
- Use a soft cloth to clean the screens and device; use only technology-specific cleaning products; do not use water or household cleaners.
- Please let your teacher or [school administrator] know if your device is not working properly, or is lost, damaged, or stolen.

2.4. Loss or Damage of School Provided Device

If a school provided device is lost or damaged, report the situation to your child's teacher and [school administrator] immediately. If a device is stolen, please also notify local law enforcement and submit a copy of the report to [school administrator].

If a school provided device is damaged, a reasonable effort will be made to repair the equipment. A family may be held responsible for the cost of repair beyond normal wear and tear or for the cost a replacement device if the device cannot be repaired.

Parents/guardians—please review this policy with your child. By signing this policy, you and your child agree to abide by it and any other school policies relating to technology use. Any activity that violates this or any other technology use policy may be subject to disciplinary action. If you have any questions, please contact your child's teacher, or [school administrator].

_____
Student Name (Printed)

_____ _____
Student Signature Date

_____
Parent/Guardian Name (Printed)

_____ _____
Parent/Guardian Signature Date

_____
Parent/Guardian Phone Number

_____
Parent/Guardian Email Address

Telework Model Policy

I. Purpose

Approved telework is provided to assure the goals and mission of [school] are accomplished in a productive, thoughtful, and economical manner. Teleworking can increase employee productivity when there is a beneficial match between the needs of [school] and the employee.

II. Definitions

a. Approved alternate location is a work location approved by [school] that is not the employee's designated office or residence.

b. An approved telework position is an existing position that has been approved for teleworking by [school administrator]. The duties and responsibilities of eligible positions shall be suitable for telework. Individual telework schedules must fit the needs of [school] and employees.

c. Designated office is the employee's usual and customary [school] work address.

d. A home-based office is an area in an employee's residence used for work during teleworking hours.

e. Teleworking or telecommuting, is the practice of working from a remote work location such as a home-based office or an approved alternate location.

f. Teleworking schedule is a flexible deployment of staff to meet [school] and employee needs. Telework may occur on either a regular schedule or episodic schedule. Teleworking may be less than full-time, supplemented by working at the designated office.

III. Procedures

a. Telework Agreement

i. Teleworking at [school] is a management option, not an employee right. It is a voluntary option extended to employees with the clear understanding that every job and every employee may not be adaptable for remote work. Telework is not an option that an employee can demand or has a right to expect. Instead, it is an option that management uses whenever there is agreement between the employee and the appropriate administrator that telework is most appropriate for the situation and circumstances.

ii. This is a voluntary program both for [school] and the employee, and the arrangement can be terminated by either party.

iii. The employee shall complete a Telework Agreement form and return it to [school administrator]. Employees shall complete a new Telework Agreement form each year.

iv. In the event of a mandatory school shutdown, it is a management option to allow employees to telework. In that circumstance, any employee who teleworks is still subject to this policy.

b. Employee Duties and Responsibilities

i. All applicable federal, state, and local laws, and [school] policies apply to teleworkers.

c. Training

i. Teleworkers will participate in specialized telework training, including strategies, expectations, commitment, and logistics.

ii. In the event of an emergency school shutdown, [school administrator] may waive any and all training requirements.

d. Authorized Expenses

i. [School administrator] may authorize expenditures using established procedures and based on available funding for office equipment, software, communication devices and office supplies needed by teleworkers at their remote work place.

e. User Responsibilities for Computer Systems and Network Security

i. [School] retains ownership of all equipment provided for telework. When [school] equipment is used at a remote work location, the employee is financially responsible for that equipment if it is lost, stolen, or damaged because of that employee's negligence, misuse, or abuse. The use of any personal equipment by the employee for purposes of telework is done solely at the employee's risk.

ii. Teleworkers must protect information and resources against theft, unauthorized access, tampering, and loss.

iii. Teleworkers must comply with any and all school policies relating to computer and network use.

Telework Model Agreement

1. Introduction

1.1. This Agreement establishes the respective obligations of the parties under the [school] telework program. The employee has been authorized to telework at a location other than their designated office, such location being described in this Agreement.

1.2. This Agreement is neither an employment contract nor a guarantee of employment. The unenforceability of any provision of this Agreement shall not affect the remainder of the Agreement.

1.3. Both parties will abide by [school] policies and any changes thereto.

1.4. Teleworking at [school] is a management option, not an employee right. It is a voluntary option extended to employees with the clear understanding that every job and every employee may not be adaptable for remote work. Telework is not an option that an employee can demand or has a right to expect. Instead, it is an option that management uses whenever there is agreement between the employee and the [school administrator] that telework is most appropriate for the situation and circumstances. The teleworking arrangement can be terminated by either the employee or [school administrator] at any time, using the process outlined in this Agreement. Termination of an employee's participation in the telework program is not by itself grounds for an administrative complaint or subject to appeal.

2. Work Location

2.1. The terms "remote work location" or "remote workplace" shall mean the employee's home-based office or approved alternate location. "Offsite" is a general term to describe any work location other than the designated office, which shall mean the employee's usual and customary [school] work address.

2.2. The employee agrees that [school] may make on-site visits to the remote workplace during the employee's work hours. Any visits shall be made at a mutually-agreeable time for the purpose of picking up or delivering work, equipment, materials, evaluating the telework arrangement, or checking or maintaining [school] owned equipment.

2.3. The employee must work at the designated office or other [school] assigned location when not at the remote workplace.

3. Supplies and Equipment

3.1. All [school] policies and procedures relating to supplies and equipment applicable to employees who work at their designated office, apply to employees who telework.

3.2. The costs associated with internet and telephone service will be the sole responsibility of the employee. Further, the employee understands that [school] is not responsible for the operation or troubleshooting of remote networking environments.

3.3. Equipment, software, and supplies provided by [school] for use at the remote workplace shall be limited to use by authorized persons for purposes related to official [school] business, including professional development training and tasks sponsored by [school].

3.4. Employee agrees that all [school]-owned data, software, equipment, facilities, and supplies will be properly protected and secured. [School]-owned data, software, equipment, and supplies shall not be used to create employee-owned software or personal data. [School] software shall not be duplicated. Products and programs developed while telecommuting for [school] shall become the property of [school].

3.5. In the event of [school]-owned equipment failure or malfunction, the employee shall immediately notify [school] so that the equipment may be repaired or replaced, as necessary. In the event of delay in repair or replacement, or any other circumstances under which it would be impossible or impractical for the employee to telework, the employee will be assigned other work and/or assigned to another work location, at the sole discretion of [school].

3.6. Upon separation of employment, [school] equipment will be returned to the [school] IT Department within five (5) business days, or within a timeframe previously arranged and agreed upon by the [school administrator] and the IT Department. In the event that legal action is required to regain possession of property owned by [school], the employee shall pay all costs incurred by [school], including attorney's fees, should [school] prevail.

4. Work Hours and Compensation

4.1. [School administrator] shall validate the employee's time and work accomplished at the remote workplace.

4.2. Schedule changes may be made at [school administrator's] discretion. In every case, the operational needs of [school] shall take precedence over telework arrangements.

4.3. Work hours and vacation schedules shall conform to existing policies and procedures and the terms of this Agreement. Before overtime is worked, approval

must be obtained from [school administrator]. The employee's salary, retirement, and benefits remain unchanged.

5. Safety and Liability

5.1. The employee and [school] liability and obligations shall be governed by all applicable federal, state, and local laws and regulations.

5.2. [School] does not assume liability for loss, damage, or wear of employee-owned equipment. The employee is responsible for proper operation of [school] equipment and shall be liable for any damage or loss caused by the employee's intentional wrongful or negligent act. The employee is not required to insure [school]-owned property; however, any loss of [school] property that is paid by the employee's homeowner's or renter's insurance policy will be reimbursed to [school].

5.3. The employee shall designate a workspace within the remote workplace and shall maintain this workspace in a safe condition—free from hazards and other dangers to the employee and equipment.

5.4. The employee shall maintain the same environment in the remote workspace as they would at the designated office. Employees are subject to the same [school] policies, regulations, and procedures regardless of work location.

5.5. Furniture, lighting, environmental protection, and household safety equipment incidental to use to [school] equipment, software, and supplies shall be appropriate for its intended use and shall be used and maintained in a safe condition, free form defects and hazards.

5.6. The employee shall notify the [school administrator] immediately in case of injury that occurs while conducting [school] business in the remote work location designated in this document.

6. Employee Duties and Obligations

6.1. The employee shall adhere to the agreed upon alternate work arrangement details specified in the Work Assignment and Conditions Addendum.

6.2. The employee shall be held responsible for official documents and shall be subject to disciplinary action for any loss of these documents that is attributable to the employee’s actions or negligence.

6.3. The employee shall be held responsible to ensure all documents, such as requisitions, payroll-related forms, reimbursement requests, etc., are processed in a timely manner and not hindered by the employee’s location away from [school].

6.4. The employee agrees to come to their designated office for meetings on offsite work days with a minimum of twenty-four (24) hours advance notice by [school administrator].

6.5. The employee shall submit a plan to the [school administrator] indicating how daily mail/email will be handled and how other time-sensitive documents will be handled to ensure a timely process. Such plan shall be addressed in the Work Assignment and Conditions Addendum.

6.6. The employee agrees to obtain from the designated office all supplies needed for work at the remote workplace. Out-of-pocket expenses for supplies will be reimbursed only upon prior approval by [school administrator].

6.7. The employee shall comply with all applicable laws, policies, regulations, and instructions regarding ethics, conflicts of interest, and confidentiality.

6.8. The employee shall participate in all required telework surveys, reports, or analysis relating to teleworking for [school].

6.9. The employee shall comply with all [school] rules, policies, regulations, procedures, instructions, telework policies, and this Agreement. The employee understands that violation of such may result in cancellation of this Agreement and/or disciplinary action, up to and including termination of employment

7. Termination of Agreement

7.1. This agreement shall remain in effect for no more than one year, beginning _____,20___ and ending _____, 20____, unless terminated by either party under the terms set forth in this Agreement. The employee understands that they must re-apply each year for the privilege of teleworking.

7.2. Teleworking is a voluntary program. [School] reserves the right to terminate this Agreement at any time for any individual employee or as a program, and will provide written notice of terminations within ten (10) business days. In cases of termination for cause, this Agreement may be terminated without prior notice, according to [school] policies. The employee may terminate this Agreement at any time, and will provide written notice of termination within ten (10) business days.

7.3. [School] will not be held responsible for costs, damages, or losses associated with the termination of this Agreement.

7.4. Upon termination of this Agreement by either party, the employee shall return to their designated office all notes, data, reference materials, sketches, drawings, memoranda, reports, records, equipment, supplies, and all other [school] documents in the employee's possession or control at the alternate work location within five (5) days of termination.

I affirm by my signature below that I have read this agreement and agree to the terms specified herein and in the Work Assignment and Conditions Addendum.

_____ _____

Employee Printed Name Date

_____ _____
Employee Signature Date

I have reviewed and accepted this alternate work arrangement.

_____ _____
Administrator Printed Name Date

_____ _____
Administrator Signature Date

WORK ASSIGNMENT AND CONDITIONS ADDENDUM

The following telecommuting assignment and conditions must be completed by the employee and initialed by both the employee and [school administrator].

1. The employee agrees to work via telecommuting at the following location(s):

   _____Residence / Address:

   _____Alternate Location / Address:

2. The employee will telecommute ____ days per week, or as agreed upon with [school administrator] and specified below:

3. The employee's work hours will be as follows:

   Days/Hours at designated office:

   ___Monday ___Tuesday ___Wednesday ___Thursday ___Friday

   Hours per day ____ Start time: ______ a.m. / p.m. Finish time: ______ a.m. / p.m.

   Days/Hours at offsite location:

   ___Monday ___Tuesday ___Wednesday ___Thursday ___Friday

   Hours per day ____ Start time: ______ a.m. / p.m. Finish time: ______ a.m. / p.m.

   The employee will be accessible during work hours via the following contact information:

   _____Phone(s):

   _____Work Email:

   _____Alternate Email:

4. The employee agrees to come into their designated office for meetings on offsite work days with ______ hours advance notice. ([School] will provide a minimum of twenty-four (24) hour notice.)

5. The following [school]-owned* or employee-owned equipment will be used by the employee at the remote work location(s):

Description	Company/Item#	Serial#	Owned By

**The employee is financially liable for loss or damage to VSD-owned equipment if the loss or damage results from the employee's negligence, intentional act, or failure to exercise reasonable care, safeguarding, maintenance, or service of this equipment.*

6. The following arrangement is agreed upon for handling telephone calls made by the employee from the remote work location for [school] business:

7. The following plan will ensure timely paperwork processing and flow for mail, reimbursements, requisitions, payroll-related forms, etc. Conditions agreed upon by the employee and the [school administrator] are as follows:

Get the Lead Out of School Drinking Water Act Model Policy [required][revised]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. Beginning in the 2023-2024 school year and every subsequent school year, the School shall provide drinking water with a lead concentration level below five parts

per billion in sufficient amounts to meet the drinking water needs of all students and staff.

2. On or before January 1, 2024, the School shall:
    a. Conduct an inventory of all drinking water outlets;
    b. Develop a plan for testing every water outlet inventoried under paragraph (a) above and make such plan available to the public; and
    c. Provide general information on the health effects of lead contamination and additional informational resources for employees and parents if information is requested.
3. Before August 1, 2024, or the first day on which students will be present, the School shall:
    a. Conduct testing for lead by first-draw and follow-up flush samples of a random sampling of at least twenty-five percent of remediated drinking water outlets until all remediated sources have been tested as recommended by the 2018 version of the United States Environmental Protection Agency's Training, Testing, and Taking Action program. Such testing shall be conducted and results analyzed by an entity approved by the Department of Health and Senior Services;
    b. Make all test results and any lead remediation plans available on the school's website within two weeks after receiving test results; and
    c. Remove and replace any drinking water coolers or drinking water outlets that the United States Environmental Protection Agency has determined are not lead-free under the federal Lead Contamination Act of 1988, as amended. The School is not required to replace drinking water outlets or water coolers that tested under the testing requirements in the United States Environmental Protection Agency's Training, Testing, and Taking Action program and have been determined to be dispensing drinking water with a lead concentration less than five parts per billion.
4. If testing indicates the water source is causing the contamination and until such time remediation is complete, the School shall:
    a. Install a filter that reduces lead in drinking water at each point at which the water supply enters the School in accordance with any relevant requirements

set forth by the department of natural resources to ensure lead concentrations are below five parts per billion;

b. Install a filter that reduces lead in drinking water on each water outlet inventoried in Section 2(a) above to ensure lead concentrations are below five parts per billion; or

c. Provide purified water at each water outlet inventories in Section 2(a) above.

5. If testing indicates that the internal building piping is causing the contamination and until such time remediation is complete, the School shall:

   a. Install a filter at each point at which the water supply enters the School;

   b. Install a filter that reduces lead in drinking water on each water outlet inventoried in Section 2(a) above to ensure lead concentrations are below five parts per billion; or

   c. Remove the outlet from service

6. Any pipe, solder, fitting, or fixture replaced as part of remediation shall be lead free, as such term is defined in 40 CFR 143.12, as amended.

7. If test results show lead concentration that exceeds five parts per billion, the School shall provide written notification to staff within seven business days of receiving such test result. The written notification shall include:

   a. The test results and a summary that explains the results;

   b. A description of remedial steps taken; and

   c. A description of general health effects of lead contamination and community specific resources.

8. If test results show lead concentration that exceeds five parts per billion, the School shall also provide bottled water if there is not enough water to meet the drinking water needs of students, teachers, and staff.

9. The School shall test for lead annually, however, if the School tests and does not find a drinking water source with a lead concentration above 5 parts per billion, the School is only required to test every five years.

Community Engagement Model Policy[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall adopt a community engagement policy that provides residents of the district with methods of communicating with the Board of the School and the School's administration.

2. The School's community engagement policy shall include a process for allowing any resident of the district to place an item on the agenda of the Board meeting. Such process shall include the following:

    a. No item shall be placed on a meeting agenda pursuant to the established process unless the item is directly related to the governance or operation of the School;

    b. The School may require a resident to meet with the head of the school in order to resolve the issue. Such meeting shall take place within twenty business days of receiving a written request to meet. After such meeting or if the meeting did not take place within twenty business days, the resident may request to have the item placed on the Board's meeting agenda. If the Board receives the request to place the item on the agenda at least five business days prior to the next regularly scheduled meeting, the issue shall be place as an item on the agenda for such meeting. If the request is received less than five business days before the next regularly scheduled meeting, the agenda item may be placed as an item on the next subsequent regularly scheduled meeting. The item may be moved to a different meeting with consent of the resident.

    c. The Board may refuse to hear or delay hearing an agenda item if the Board has heard an identical or substantially similar issue in the previous three calendar months or if the resident has previously violated Board rules regarding conduct at meetings or on school property.

    d. The Board may delay hearing an agenda item if more than three resident-initiated agenda items are scheduled for the same board meeting. If the hearing of a resident's agenda item is delayed, the Board shall provide the resident with an alternate method of communicating to the school board or governing board regarding the agenda item.

3. The School shall adopt a community engagement policy no later than July 1, 2023.

Parental Notification Model Policy [required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. Any time the School is determined to be in the bottom five percent of scores on the annual performance report, the School shall mail a letter to the parents and guardians of each student in the School.

2. Such letter shall include:

    a. That the School has been determined to be in the bottom five percent of scores on the annual performance report; and

    b. What options are available to such students as a result of the School's current status.

Annual Performance Report Information Model Policy[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall display the following information on its website:

    a. The School's annual performance rating and ranking percentage; and

    b. A list of the bottom five percent of scores for all schools and all local educational agencies.

Will's Law Model Policy[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. Definitions

    a. "Individualized emergency health care plan" means a document developed by the School Nurse, in consultation with a student's parent and other appropriate medical professionals, that is consistent with the recommendations of the student's health care providers, that describes procedural guidelines that provide specific directions about what to do in a particular emergency situations, and that is signed by the parent or guardian and the School Nurse, or the School Administrator or the Administrator's designee in the absence of the School Nurse.

    b. "Individualized health care plan" means a document developed by a school nurse, in consultation with a student's parent and other appropriate medical professionals who may be providing epilepsy or seizure disorder care to the student, that is consistent with the recommendations of the student's health care providers, that describes the health services needed by a student at school, and that is signed by the parent or guardian and the School Nurse or the School Administrator or the Administrator's designee in the absence of the School Nurse.

2. If any parent of a student of the School seeks epilepsy or seizure disorder care for the student, the School Nurse shall develop an individualized health care plan and an individualized emergency health care plan for the student.

3. The parent of the student shall annually provide the school written authorization for the provision of epilepsy or seizure disorder care to the student as described in the individualized plans.

4. The School Nurse shall update each student's individualized plan before the beginning of each school year and as necessary if there is a change in the health status of the student.

5. Each individualized health care plan shall, and each individualized emergency health care plan may include, but not be limited to the following:

    a. A notice about the student's condition for all school employees who interact with the student;

    b. Written orders from the student's physician or advanced practice nurse describing the epilepsy or seizure disorder care;

    c. The symptoms of the epilepsy or seizure disorder for that particular student and recommended care;

    d. Whether the student may fully participate in exercise and sports, and any contraindications to exercise or accommodations that shall be made for that particular student;

    e. Accommodations for school trips, after-school activities, class parties, and other school-related activities;

    f. Information for such school employees about how to recognize and provide care for epilepsy and seizure disorders, epilepsy and seizure disorder first aid training, when to call for assistance, emergency contact information, and parent contact information;

    g. Medical and treatment issues that may affect the educational process of the student;

    h. The student's ability to manage, and the student's level of understanding of, the student's epilepsy or seizure disorder; and

    i. How to maintain communication with the student, the student's parent and health care team, the school nurse or the school administrator or school administrator's designee in the absence of the school nurse, and the school employees.

6. The School Nurse or School Administrator or the Administrator's designee in the absence of the School Nurse shall obtain a release from the student's parent or guardian to authorize the sharing of medical information between the student's physician or advance practice nurse and other health care providers. Such release shall also authorize the School Nurse, School Administrator or Administrator's designee in the absence of the School Nurse to share medical information with other school employees as necessary.

7. The School Nurse shall coordinate the provision of epilepsy and seizure disorder care at the School.

8. The School Nurse shall provide mandatory training every two years to all school employees in the care of students with epilepsy and seizure disorders. Such training shall include, but not be limited to:

    a. School employees working with school-sponsored programs outside of the regular school day, as provided in any student's individualized plan; and

    b. An online or in-person course of instruction approved by the Department of Health and Senior Services.

Identification Cards Model Policy [only required for schools that serve pupils in grades 7-12 and issue school IDs]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. Beginning July 1, 2025, the School shall print on either side of the card (1) 988; (2) the nonemergency telephone number of the local police department; (3) 741741; and (4) the telephone number of a local suicide prevention hotline, if such hotline is available. 988 is the three-digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline. 741741 is the six digit dialing code that routes text messages to the Crisis Text Line.

2. If on July 1, 2025, the School has issued student identification cards that do not have the 988 code on them, the School shall issue those cards until the supply is depleted.

Mental Health Awareness Training Model Policy [required for high schools]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. For each school year beginning in the 2022-2023 school year, the School shall provide mental health awareness training to students.

2. Each student shall have received mental health awareness training any time during their four years of high school.

3. Such training shall be included in the School's existing health or physical education curriculum. Such training shall be based on a program established by the Department of Elementary and Secondary Education.

Name and Pronoun Model Policy

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. Definitions
    a. “Gender identity” means a person’s deeply held sense or psychological knowledge or his or her gender, regardless of the gender he or she was assigned at birth.

    b. “Transgender” means people whose gender identity is different from the gender assigned to them at birth.

    c. “Gender Expression” means the way a person expresses gender, such as clothing, hairstyles, activities, or mannerism.

d. "Gender Nonconforming" means the description of people whose gender expression differs from stereotypical expectations.

2. Request to Change Name and Pronoun

a. Any student may initiate a request to change their name and/or pronouns that the school uses to address them. If the student is under the age of 18, the school administrator shall communicate with the parent(s) and/or guardian(s) of the student and seek permission for the student to make a change to their name and/or pronouns used by the school.

b. If the student is over the age of 18, the school shall use the name and/or pronouns the student requests. The school administrator shall not seek parental and/or guardian permission to make such a change. In order to maintain the student's privacy, in communications with the student's parent(s) and/or guardian(s) the school shall use the student's legal name and the pronouns corresponding to the student's gender assigned at birth, unless the student has given the school permission to use the student's preferred name and/or pronouns.

3. Official Records

a. The school is required to maintain mandatory, permanent pupil records that include a student's legal name and legal gender. The school shall change the legal name and legal gender of the student in the student's permanent pupil record upon receipt of documentation that such change has been made pursuant to a court order.

b. The school shall also use a student's legal name and legal gender on any other documentation as required by law.

Special Education Records Model Policy[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. A student special education record is:

a. an individualized education program (IEP), as such term is defined in 20 U.S.C. Section 1401, as amended;

b. an individualized family service plan (IFSP), as such term is defined in 20 U.S.C. Section 1401, as amended; and

c. a 504 plan created under Section 504 of the federal Rehabilitation Act of 1973, as amended.

2. A student special education record is a permanent record and [School] will maintain such a record as part of a student's cumulative scholastic record.

3. Notwithstanding any other policy, including a records retention policy, [School] will not destroy a student's most recent student special education record.

Records Retention Model Policy [required][new]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

The School shall effectively maintain and manage its records, including all electronic records, in accordance with state and federal law. The School is subject to the Missouri Records Retention Law and Local Record Retention Schedule for Public School Districts as provided by the Missouri Secretary of State.

For purposes of this policy, the term “record” is defined as any document, including in electronic format, which was made or received pursuant to law or in connection with the transaction of official business.

Comprehensive Emergency Operations Plan Model Policy [required][new]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall adopt a comprehensive emergency operations plan to address:
    a. School safety, crises, and emergency operations;
    b. Prevention, preparation, operations, and follow-up;
    c. Collaboration with local law enforcement, providers of fire protection services, and emergency management; and
    d. Consideration of supporting mental health needs of all involved in a crisis.
2. The emergency operations plan shall be shared with local law enforcement, providers of fire protection services, and emergency management.
3. A physical security site assessment shall be conducted annually.
4. The Department of Elementary and Secondary Education will publish standards for emergency operations plans and annual physical security site assessment. The School will review and adopt such standards to the extent such standards meet the needs of the School.

Cardiac Emergency Response Model Policy[109] [required][new]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

This policy provides direction and detailed guidance for responding to a sudden cardiac arrest ("SCA") through a Cardiac Emergency Response Plan ("CERP"). This plan outlines Cardiac Emergency Response Teams ("CERTs"), AED maintenance and locations, CERP protocol and related staff training/certification.

SECTION 1. Developing a Cardiac Emergency Response Team (CERT)

1) Designate one person as the Cardiac Emergency Response Team Coordinator who oversees CPR-AED program activities, training, education, and evaluation.
2) Appoint at least 10% of staff to participate in the CERT.
3) All individuals on CERT should have current CPR/AED training from a nationally recognized organization.
4) Designate individuals to promptly call 9-1-1 and direct EMS to the location

SECTION 2. Automated External Defibrillators (AEDs) – Placement, Installation and Maintenance

1) Minimum recommended number of AEDs for [SCHOOL] include inside the building and outside the building:
    a) *Inside the building* – The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.
    b) *Outside the building* (e.g., on school grounds, venues, or athletic fields) – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any venue, athletic field, or school grounds, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.
2) Regularly check and maintain each AED in accordance with the AED's operating manual and maintain a log of the maintenance activity including periods of time where the building or location will not be used for long periods of time, such as summer months when school is not in session or community locations only opened at certain times of the year.
3) CERT coordinator should set up a process for verifying and tracking equipment readiness and maintenance.
4) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR barrier mask, and consider an extra set of AED pads. Consider storing other medical equipment with the AED or kit such as Naloxone and Epinephrine autoinjector.

[109] *NOTE*: Please consider reviewing further resources and best practices at https://projectadam.com/Heart-safe-schools.

5) AEDs should not be locked in an office. It should be stored in a location that is always easily and quickly accessible.
6) AEDs shall be accessible for responding to a cardiac emergency during day and night activities (e.g., sports activities) and after-hours activities (e.g., after-school activities) in accordance with this CERP.
7) Each AED should have one set of AED pads with the device.
8) Signage: All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting (three-dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s).
9) Remove warning "for professional use only" on AED cabinets as AEDs provide instructions for use.
10) Locations of the AEDs are to be listed in the CERP Protocol with Building Location Information, AED locations, and Maps.

SECTION 3. Communication of CERP Protocol

1) The CERP Protocol should be posted in places such as (but not limited to):
    a) In each classroom, cafeteria, restroom, health room, break room and in all offices or other occupied spaces.
    b) Adjacent to each AED.
    c) Adjacent to each public telephone.
    d) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
    e) At other strategic locations, including outdoor physical education and athletic venues and facilities.
    f) Attached to all portable AEDs.
2) The CERP protocol should be distributed to:
    a) All staff and administrators at the start of each year (or school year), with updates distributed as made. In workplace and recreation centers, the CERP protocol should be made available annually and when updates are made.
    b) All staff should be educated on the CERP protocol in their school yearly.
    c) All staff should be educated on recognizing the signs of a cardiac emergency that is or may become a SCA, how to activate a response, location of AEDs, and ideally have an introduction to at least hands-only CPR and AED use.
    d) New staff members should receive the CERP protocol in their orientation materials.

SECTION 4. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

1) Staff training
    a) The CERT team and at least ten percent of the staff staff should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. Training shall be renewed at least every two years.
    b) The school or organization should designate the person responsible for coordinating staff training and the medical contact for AEDs, if available.
    c) Training may be traditional classroom, on-line, or blended instruction but should include cognitive learning, hands-on practice, and testing.
    d) All staff and appropriate volunteers, regardless of if they are a CERT member, should receive annual training on SCA and understand how to

recognize a cardiac arrest, how to initiate the response team, and where the AEDs in the building are located.

e) Include as many other people as possible (staff, faculty, coaches, volunteers, students, parents, etc.) who can receive additional CPR/AED education and awareness of the plan.

SECTION 5. Local Emergency Medical Services (EMS) Integration with the School Plan

1) Provide a copy of this Cardiac Emergency Response Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local EMS.
2) The development and implementation of the CERP shall be coordinated with the local EMS Agency, organization safety officials, on-site first responders, administrators, organizational leadership, athletic trainers, school nurses, and other members of the school or community medical team.
3) Work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

SECTION 6. Conduct Practice Drills

1) Please refer to the 'Cardiac Emergency Drills' section on the Project ADAM website for more information.
2) Cardiac Emergency Response Drills are an essential component of this Plan. The [SCHOOL] should perform at least one successful drill each year (two or more are recommended) with the participation of staff, safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. One drill may include a tabletop exercise with all the staff and CERP members present.

SECTION 7. Annual Review and Evaluation of the Plan

1) Conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) for schools. The annual review should focus on ways to improve the response process, to include:
   a) A *post-event review* following an event. This includes review of existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. There should be a designated person responsible for establishing the documentation process.
2) Post-event documentation and action shall include the following:
   a) A contact list of individuals to be notified in case of a cardiac emergency.
   b) Determine the procedures for the release of information regarding cardiac emergencies.
   c) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
   d) The identification of the person(s) who responded to the emergency.
   e) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
   f) An evaluation of whether the CERP and CERP Protocol was sufficient to enable an appropriate response to the specific cardiac emergency. The

review shall include recommendations for improvements to the CERP and CERP Protocol and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

g) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors and/or other local resources.
h) A review of the documentation for all Cardiac Emergency Response Drills performed during the year. Consider pre-established Drill report forms to be completed by all responders.
i) A determination, at least annually, as to whether additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel.
j) After an actual emergency event occurs, you may need assistance in downloading and storing information from the AED to aid in the patient's continued medical care.
k) If the AED is taken with the patient or is removed from its cabinet, please place a sign about where the next closest one is located until there is an AED put back in the cabinet. Consider having a process or checklist for AEDs that have been used to verify all parts have been checked and replaced.

SCTION 8. Activation of Cardiac Emergency Response Team During an Identified Cardiac Emergency

1) Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.
2) The Protocol for responding to a cardiac emergency should be posted and readily accessible to anyone.

Stop The Bleed Act Model Policy [required][new]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Before the end of the 2025-2026 school year, [SCHOOL] shall adopt the traumatic blood loss protocol developed by the Department of Elementary and Secondary Education. Upon adoption of this protocol, [SCHOOL] shall post the protocol on its website.

School Safety Coordinator Model Policy [required][new]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. [SCHOOL] shall designate a primary and secondary school safety coordinator. Such coordinators shall have a thorough knowledge of all federal, state, and local school violence prevention programs and resources available to students, teachers, or staff in the school.
2. The school safety coordinators and other designated personnel, as necessary, shall complete the following, within one year of being designated as coordinators:
    a. The Federal Emergency Management Administration's IS-100.C: Introduction to the Incident Command System, ICS 100, or its successor course and The Federal Emergency Management Administration's IS-200: Basic Incident Command System for Initial Response, ICS-200, or its successor course; or
    b. The Incident Command System for Schools course provided by the Missouri School Boards' Association's Center for Education Safety, or its successor course created by CES to replace the ICS for Schools course.

Anti-Intruder Lock Model Policy[110] [required][new]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. Definitions
    a. "Anti-intruder door lock", a mechanical or 4 electronic door-locking mechanism on an interior door that is designed to keep an intruder from entering an interior room that shall:
        i. Be capable of
            1. Locking from inside or outside the room;
            2. Unlocking from outside the room with a key or other approved means; and
            3. Locking or unlocking from inside the room without the use of a key or special knowledge or effort; and
        ii. Control access to the room

[110] *NOTE: This policy is only required subject to appropriation by the General Assembly. Except that, any door installed after August 28, 2029 shall be equipped with an anti-intruder door lock.

   b. "Exterior door or entryway", any location of normal ingress and egress into or out of a school building
   c. "Interior door", an egress door from a classroom, office, or other occupied room that provides access to the interior of a building
   d. "Master key box", an exterior secure master key box that meets the standards prescribed under Underwriters Laboratories Standard 1037 for use by fire protection and law enforcement.
2. Each interior door of the school shall be equipped with an anti-intruder lock.
3. The school may be equipped with one or more master key boxes to contain the necessary keys and access tools for fire protection and law enforcement agencies to gain access to exterior or interior doors or entryways, including those equipped with an anti-intruder lock.
4. Before or in conjunction with installing such anti-intruder locks, [SCHOOL] shall develop and implement school building access policies or practices that control access to individual classrooms, if such policies have not been implemented.

Electronic Communication Device Model Policy[required][new]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. No student may display or use an electronic personal communications device from the beginning of the school day until the end of the school day, including, but not limited to, instructional time, meal time, breaks, time between classes, and during study halls.
2. Notwithstanding the general prohibition, a student may display and use an electronic personal communications device only when such display and use is necessary to comply with:
   a. An individualized education program ("IEP");
   b. A 504 plan

c. An individualized emergency health care plan or individualized health care plan;
d. The Americans with Disabilities Act;
e. The federal Civil Rights Act of 1964; or
f. The federal Equal Educational Opportunities Act of 1974 regarding English language learners.

3. Notwithstanding the general prohibition, a student may use a device as follows:
   a. In the case of an emergency. An emergency means a serious, unexpected, and dangerous situation, including, but not limited to: active fire, active tornado or earthquake, active shooter, evacuation of school grounds, medical emergency, or other serious, unexpected, and dangerous situation that requires immediate action and is otherwise identified in the school's policies as an emergency; or
   b. When directed to use such device for an educational purpose with authorization as directed by established school policy.
4. [Insert reasonable disciplinary action based on your school's disciplinary policy. For example, a student shall receive a write-up for each time an electronic personal communications device is displayed in violation of this policy. After three write-ups a student will receive detention.]
5. This policy shall be published on the school's website upon its adoption.

Student Enrollment Behavioral Threat Assessments And Personal Safety Plans Model Policy [required][new]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. If applicable, prior to enrolling a student, the school shall request, from any such student's prior local educational agency, records of any behavioral threat assessments and personal safety plans for the student if the student is currently subject to an active personal safety plan or has been subject to a personal safety plan in the previous twelve months.
2. For purposes of this policy, the following terms mean:
    a. "Behavioral threat assessment", records associated with an evaluation of a student who has shown or demonstrated: (a) Homicidal or suicidal ideation; (b) Planning an attack on a school, other students, faculty, staff, or administration; or (c) Behavior that puts students, faculty, staff, or administration at risk for harm;
    b. "Personal safety plan", an agreement based upon the findings of the behavioral threat assessment record between the school and the students' parents or guardians, or between the school and the student if the student is emancipated or an unaccompanied youth as defined in section 210.121, that: (a) Stipulates rules for attendance at the school; (b) Provides benchmarks that allow for the student to be released from the personal safety plan over time; and (c) Provides immediate access to a trusted adult for the student with the personal safety plan.

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

[SCHOOL] shall not implement, utilize, or otherwise any zero-tolerance disciplinary policy or practice of discipline that results in an automatic disciplinary consequence against a pupil without the discretion to modify such disciplinary consequence on a case-by-case basis, such as automatic detention, suspension, or expulsion or the automatic imposition of other disciplinary measures.

Activity And Event Participation of Non-Students Model Policy [required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. A student who is receiving instruction at a Family Paced Education ("FPE") school, home school, or virtual school as a full-time equivalent student shall be allowed the opportunity to try-out for (if applicable) or to participate in any event or activity offered by [charter school] in accordance with the following conditions:
    a. The student provides proof of residency within the boundaries of the school district within which [charter school] sits;
    b. If participating in athletics, documentation of a physical, including details on any underlying conditions relevant to such participation;
    c. The student shall adhere to the same behavior, responsibility, performance, and code of conduct standards directly related to the event or activity as those students enrolled in [charter school]; and
    d. The student shall fulfill the same financial requirements as those required of students enrolled in [charter school].
2. If such student requests to participate in a fine arts activity, such student shall be required to participate in and complete any integral components of instruction provided during a course held during the school day, if applicable.
3. If such student requests to participate in a career or technical student organization, such student shall be required to participate in any applied learning and engagement which are integral components of instructions for an approved career and technical education program in Missouri, if applicable.
4. If such student requests to participate in an integrated cocurricular activity, such student shall be required to participate in any appropriate coursework and preparation of the related activities during the school day, if applicable.
5. If a student whose academic performance or disciplinary status would preclude such student from eligibility to participate in any extracurricular event or activity at [charter school] disenrolls from [charter school] in order to receive instruction at an FPE school, home school, or virtual school as a full-time equivalent student, such student shall not be eligible to participate in any event or activity at [charter school] for twelve months from the date of disenrollment.
6. Any records created or retained pursuant to this policy shall not be disclosed unless required by federal or state law.
7. For purposes of this policy, the following terms mean:
    a. Athletics, "any interscholastic athletic games, contests, programs, activities, exhibitions, or other similar competitions for students;
    b. "Event or activity", athletics, fine arts activities, integrated cocurricular activities, or other extracurricular occurrences directly related to such athletics, fine arts activities, or integrated cocurricular activities that are sponsored, organized, or provided for students by [charter school];

c. “FPE school”, a school, whether incorporated or unincorporated that: (1) has its primary purpose the provision of private or religious-based instruction; enrolls children between the ages of seven years and the compulsory attendance age for the school district in which the FPE school is located, of which no more than four are unrelated by affinity or consanguinity in the third degree; does not charge or receive consideration in the form of tuition, fees, or other remuneration in a genuine and fair exchange for provision of instruction; and may enroll children who participate in the Missouri Empowerment Scholarships Account Program;
d. “Full-time equivalent”, a student who is enrolled in the instructional equivalent of six credits per regular term;
e. “Home school”, a school, whether incorporated or unincorporated that: (1) has its primary purpose the provision of private or religious-based instruction; enrolls children between the ages of seven years and the compulsory attendance age for the school district in which the home school is located, of which no more than four are unrelated by affinity or consanguinity in the third degree; does not charge or receive consideration in the form of tuition, fees, or other remuneration in a genuine and fair exchange for provision of instruction; does not enroll children who participate in the Missouri Empowerment Scholarships Account Program; and is not an FPE school;
f. “Integrated cocurricular activities”, activities that are outside of the regular school curriculum but complement and supplement such curriculum.

Bus Driver Background Check Model Policy [required][new]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. A criminal background check shall be conducted for all school bus drivers and drivers of other vehicles owned by the School or operated under contract with the School and used for the purpose of transporting school children.

2. It shall be the responsibility of the School to conduct the background check for all drivers employed by the School.

3. It shall be the responsibility of the transportation company to conduct the background check for all drivers employed or contracted by the transportation company.

CROWN Act Model Policy [required][new]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. No person shall be discriminated against based on the person's hair texture or protective hairstyle, if that protective hairstyle or texture is commonly associated with a particular race or origin.

2. The School may require the use of hair nets or coverings or may require that hair be secured for safety purposes in any career and technical training course or class to comply with safety regulations and standards of the course or class throughout the duration of the course or class.

SECTION 5: EDUCATIONAL INSTRUCTION

Course Requirements – Constitution, American History, Missouri Government, Civics Model Policy[111][required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. Seventh and eighth grade curriculum shall include regular courses of instruction in the Constitution of the United States and of the state of Missouri and in American history and institutions. These courses shall begin no later than the seventh grade and continue in high school to an extent determined by the state commissioner of education.

2. Curriculum for grades 9 through 12 shall include a course of instruction in the institutions, branches, and functions of the government of the state of Missouri, including local governments, and of the government of the United States, and in the electoral process. Each pupil who receives a high school diploma or certificate of graduation shall satisfactorily complete such a course of study. Such course shall be of at least one semester in length and may be two semesters in length. The School may waive the requirements of this subsection for any student who transfers from outside the state to the School if the student can furnish documentation deemed acceptable by the School of the student's successful completion in any year from the ninth through the twelfth grade of a course of instruction in the institutions, branches, and functions of state government, including local governments, and of the government of the United States, and in the electoral process.

3. All American history courses at the School shall include in their proper time-line sequence specific referrals to the details and events of the racial equality movement that have caused major changes in United States and Missouri laws and attitudes.

4. No pupil shall receive a certificate of graduation unless he has satisfactorily passed an examination on the provisions and principles of the Constitution of the United States and of the state of Missouri, and in American history and American institutions, and American civics. The civics portion of the examination shall consist of one hundred questions similar to the one hundred questions used by the United States Citizenship and Immigration Services administered to applicants for United States citizenship. The civics examination requirement may be waived for any student with a disability if recommended by the student's IEP committee. [112]

[111] Op., App. Y.
[112]

Reading Instruction Model Policy[113] [required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

The School shall have reading programs in kindergarten through grade three based in scientific research. Such programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and all new teachers who teach reading in kindergarten through grade three shall receive adequate training in these areas.

The program may include "explicit systematic phonics", which, for the purposes of this section, shall mean the methodology of pronouncing and reading words by learning the phonetic sound association of individual letters, letter groups, and syllables, and the principles governing these associations.

[113] Op., App. Z.

Human Sexuality And Sexually Transmitted Diseases Instruction Model Policy [required][114]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

SECTION 1. Any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

(1) Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried pupils because it is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity, and advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy;

(2) Stress that sexually transmitted diseases are serious, possible, health hazards of sexual activity. Pupils shall be provided with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis, and other sexually transmitted diseases;

(3) Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases; or shall present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law, 42 U.S.C. Section 710;

(4) Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan;

(5) Teach skills of conflict management, personal responsibility, and positive self-esteem through discussion and role-playing at appropriate grade levels to emphasize that the pupil has the power to control personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations, such as respect for one's self and others. Pupils shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Pupils shall be taught to resist unwanted sexual advances and other negative peer pressure;

(6) Advise pupils of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise pupils of the provisions of chapter 566 pertaining to statutory rape;

(7) Teach pupils about the dangers of sexual predators, including online predators when using electronic communication methods such as the internet, cell phones, text messages,

[114] § 170.015, RSMo.

chat rooms, email, and instant messaging programs. Pupils shall be taught how to behave responsibly and remain safe on the internet and the importance of having open communication with responsible adults and reporting any inappropriate situation, activity, or abuse to a responsible adult, and depending on intent and content, to local law enforcement, the Federal Bureau of Investigation, or the National Center for Missing & Exploited Children's CyberTipline;

(8) Teach pupils about the consequences, both personal and legal, of inappropriate text messaging, even among friends; and

(9) Teach pupils about sexual harassment, sexual violence, and consent:

(a) "Consent" means a freely given agreement to the conduct at issue by a competent person. An expression of lack of consent through words or conduct means there is no consent. Lack of verbal or physical resistance or submission resulting from the use of force, threat of force, or placing another person in fear does not constitute consent. A current or previous dating or social or sexual relationship by itself or the manner of dress of the person involved with the accused in the conduct at issue shall not constitute consent;

(b) "Sexual Harassment" means uninvited and unwelcome verbal or physical behavior of a sexual nature especially by a person in authority toward a subordinate;

(c) "Sexual Violence" means causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress, or without that person's consent.

SECTION 2. When providing human sexuality instruction students may be separated according to gender for instructional purposes.

SECTION 3. The School shall notify the parent or legal guardian of each student enrolled in the school of:

(1) The basic content of the school's human sexuality instruction to be provided to the student; and

(2) The parent's right to remove the student from any part of the school's human sexuality instruction.

(3) All curriculum materials used in the human sexuality instruction shall be available for public inspection pursuant to chapter 610 prior to the use of such materials in actual instruction.

(4) The School will not provide abortion services, or permit a person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if such person or entity is a provider of abortion services.

Grading and Reporting Model Policy[115]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Grading.

SECTION 1.1. The School Leader or his/her designee shall be responsible for developing a grading scale which comports with the School's instructional philosophy, curriculum, and state mandates.

SECTION 1.2. Teachers shall use a variety of methods to assess student progress.

SECTION 2. Reporting Student Progress.

SECTION 2.1. A report card will go home every [quarter].

SECTION 2.2. The report card shall provide accurate reporting of student progress against academic and other standards based on qualitative and quantitative evidence collected on classroom work, projects, tests, quizzes, performance based tasks, observations, and other evidence.

SECTION 2.3. Cumulative grades shall be transferred to students' individual permanent school record and report cards and permanent records shall be maintained in the student's files according to the adopted records retention schedule.

SECTION 2.4. Teachers are expected to maintain regular communications with parents/guardians by providing timely return of graded classwork and convening informative student conferences.

[115] Op., App. CC.

Fieldtrips and Enrichment Activities Model Policy[116]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Fieldtrips and Enrichment Activities.

SECTION 1.1 All field trips and enrichment activities should be a cooperative activity involving teachers, pupils, administrators, and parents. Trips/activities should be carefully planned for timely implementation as part of the instructional, co-curricular, or extracurricular programs of the school.

SECTION 1.2. The School Leader or his/her designee has the responsibility of developing a field trip and enrichment activity manual. This handbook furnishes guidelines for field trips and enrichment activities including planning information, parental permission forms, solicitation letters, and approved categorized lists of recommended field trips/activities. The handbook is to be revised and approved annually when necessary.

SECTION 1.3. Annual field trip plans for school day instructional trips should be developed by each teacher early in the school year and submitted to the School Leader or his/her designee.

SECTION 2. Board Notification.

The School Leader shall inform the Board of approaching field trips that are overnight or out-of-state.

SECTION 3. Documentation.

Appropriate parental permission forms must be received and kept on file for students to participate in any field trip.

SECTION 4. Unauthorized Fieldtrips.

Unless approved by the Administrator(s), trips organized by teachers in conjunction with parents or other non-school organizations to any destinations during holiday periods (for example, Summer, Thanksgiving, Winter Break, Spring Break) will not be recognized by the Governing Board as approved field trips. The Governing Board assumes no liability for such trips. The use of school staff during the regular work day, school facilities, and school supplies for planning such trips is prohibited. The recruitment of students for such trips, or communicating information related to such trips should not occur on school property.

[116] Op., App. GG.

Services for Students with Disabilities Model Policy[required][117]

The Governing Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

The School does not have a general curriculum for students with disabilities. Instead, it is the policy of the School to develop an individualized educational program (IEP) for each student with a disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and an accommodation plan for students who are qualified only pursuant to Section 504 of the Rehabilitation Act. Each IEP is designed to meet the unique needs of the student and to offer a free appropriate public education.

In addition, the School's IEPs will address the extent to which each student's disability affects his/her ability to access the School's general curriculum and what modifications, accommodations, and supplementary aids and services, if appropriate, are necessary to provide for such access. Each student with a disability will be educated to the maximum extent appropriate with children who are non-disabled. However, students with disabilities may be assigned to special classes, separate schooling or removed from the regular educational environment when the nature or severity of the student's disability is such that education in the regular educational environment with the use of supplementary aids and services cannot be achieved satisfactorily.

The School will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan), the School Leader, Academic Dean, and classroom teacher(s) for such course(s) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

[117] Op., App. RR.

Instruction for Students with Disabilities Model Policy[required][118]

The Governing Board of _____[School] adopts the following policy effective on that date the policy is adopted by the Board.

It is the policy of the School to provide a free appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and who also require special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act and who require accommodations or special education and related services.

The School will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, sections 162.670-.995, RSMo., and Missouri's State Plan for Part B.

[118] Op., App. SS.

Instruction for At-Risk Students Model Policy[119]

The Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. At-risk students are those whose educational outcomes are in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning, or impacted by other factors which impede education and social development.

SECTION 2. The School shall meet all federal and state requirements for identifying and providing services to educationally at-risk students, including, for a school that offers high school education, the implementation of a measurable system for identifying students in their ninth grade year, or students who transfer into the school subsequent to their ninth grade year, who are at risk of not being ready for college-level work or for entry-level career positions.

SECTION 3. Academic and career counseling shall take place prior to graduation so that the school may attempt to provide sufficient opportunities to the student to graduate college-ready or career-ready and on time.

[119] Op., App. TT.

Dyslexia Screening Model Policy[required][120]

The Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. The school shall conduct dyslexia screenings for students in the appropriate year consistent with the Department of Elementary and Secondary Education guidelines.

SECTION 2. The Governing Board of _____[School] shall provide reasonable classroom support consistent with the Department of Elementary and Secondary Education guidelines.

SECTION 3. The school shall offer all of its teachers two hours of training on dyslexia and related disorders. The school may seek assistance from the Department of Elementary and Secondary Education in developing and providing such training. Completion of such training shall count as two contract hours of professional development.

[120] Op., App. WW.

English Language Learners (ELL) Model Policy[required][121]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

DESE and LEAs share an obligation to ensure that their English Language Learner (ELL) programs and activities comply with the civil rights laws and applicable grant requirements. Title VI prohibits recipients of Federal financial assistance, including DESE and LEAs, from discriminating on the basis of race, color, or national origin. Title VI's prohibition on national origin discrimination requires DESE and LEAs to take "affirmative steps" to address language barriers so that ELL students may participate meaningfully in schools' educational programs.

Definitions:

The term "**Limited English Proficient**," (LEP) when used with respect to an individual, means an individual —

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English;

(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

[121] Op., App. YY.

"**English for Speakers of Other Languages**" (ESOL) are programs that teach language skills to students from non-English-speaking backgrounds.

"**English Language Learners**" (ELLs) are speakers of other languages who are in the process of learning English. This abbreviation may be used to indicate LEP students.

A "**migratory**" child is defined as a child who is, or whose parent or spouse is, a migratory agricultural worker (including migratory dairy workers and migratory fishers). In order to obtain temporary or seasonal employment in agricultural or fishing work during the preceding 36 months (or to accompany a parent or spouse for such a purpose), a migratory child is someone:

(1) who has moved from one school district to another

(2) who has moved from one administrative area to another in a state that is comprised of a single school district

(3) who resides in a school district of more than 15,000 square miles and who migrates a distance of 20 miles or more to a temporary residence in order to engage in fishing activities.

The LEA's coordinator for ELL programs is the _____ (Title of Person).

The Board directs the ELL coordinator to develop and implement language instruction programs that:

(1) Identify English Language Learner (ELL) students through the use of a home language survey OR by including home language questions on the school enrollment form. The same assessment methods must be used on all students. If using an enrollment form, the questions should include at least the following:

Do you use a language other than English?

Is a language other than English used at home?

The _____ (school supervisor title) will develop procedures to ensure that all new and currently enrolled students complete the home language survey or an annual enrollment form, as applicable.

(2) Assess for English proficiency any student who indicates the use of a language other than English, using a DESE-approved assessment instrument.

(3) Determine the appropriate instructional environment for ELL students.

LEAs are responsible for providing an English language instruction educational program that increases the English proficiency and academic performance of all ELL students. The curriculum used must be tied to scientifically based research on teaching ELL students and must have demonstrated effectiveness.

(4) Annually assess the English proficiency of ELL students and monitor the progress of students receiving English for Speakers of Other Languages (ESOL) or bilingual

instruction in order to determine their readiness for classrooms not tailored to ELL students.

(5) Provide parents with notice of and information regarding the English language instruction educational program as required by law. To the extent practicable, the notice and information should be in a language that the parent can understand. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

Missouri Course Access and Virtual School Program Model Policy[required][122]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Course Access and Virtual School Enrollment
As required by Missouri statute, any student under the age of twenty-one in grades kindergarten through twelve shall be allowed to enroll in Missouri course access and virtual school program courses of his or her choice as part of the student's annual course load each year or a full-time virtual school option.

Section 2. Costs
The school shall pay the costs associated with the course or courses if:

The student is enrolled full-time in and has attended, for at least one semester immediately prior to enrolling in the Missouri course access and virtual school program, a public school except if the student has a documented medical or psychological diagnosis or condition that prevented the student from attending a school in the community the previous semester; and

The school approves the student's enrollment in a Missouri course access and virtual school program course or courses. If the school disapproves the student's enrollment, the school shall provide the reason in writing and it shall be for "good cause." “Good cause” is a determination that doing so is not in the best educational interest of the student and shall be consistent with the determination that would be made for such course requested under the process by which a student would enroll in a similar course offered by the school, except that the determination may consider the suitability of virtual courses for the student based on prior participation in virtual courses by the student. An appeal shall be considered under a policy that is substantially similar to the typical process by which appeals would be considered for a student seeking to enroll in courses offered by the school seeking to enroll in courses offered by the school. [*Note: The School can use the same appeal process as long as it is tailored for considerations regarding virtual school as described in this policy.].

Section 3. Notice of Right to Participate
The school shall inform parents of their child's right to participate in the Missouri course access and virtual school program. There shall be information available in the parent handbook, registration documents, and on the school's website.

Section 4. Payment to Content Provider
The school shall pay the content provider directly on a pro rata monthly basis based on the student's completion of assignments and assessments. The school shall not pay more than the market necessary costs but in no case shall pay more than fourteen percent of the state adequacy target as defined in RSMo 163.011, as calculated at the end of the most recent school year for any single, year-long course and nor more than seven percent of the state adequacy target for any single semester equivalent course.

[122] Op., App. CCC.

Section 5. A+ Students
If a student is a candidate for A+ tuition reimbursement, the school shall attribute no less than ninety-five percent attendance to any such student has who completed a virtual course.

Section 6. Transfer Students
Pursuant to rules to be promulgated by the department of elementary and secondary education, the school shall allow the following:

If a student transfers into the school while enrolled in a Missouri course access and virtual school program course or full time virtual school, the student shall continue to be enrolled in such course or school.

When a student transfers into the school, credits previously gained through successful passage of approved courses under the Missouri course access and virtual school program shall be accepted by the school.

Section 7. Monitoring Student Progress
The school shall monitor student progress and success, and take into account the department of elementary and secondary education's and provider's recommendations regarding a student's enrollment in the program. The school may terminate or alter the course offering if it is found the course or full-time virtual school is not meeting the educational needs of the students enrolled in the course.

The school shall monitor student progress and success, and course or full-time virtual school quality, and annually provide feedback to the department of elementary and secondary education regarding course quality

Academic and Career Counseling Program Model Policy[123]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

A school that is a local educational authority may establish an academic and career counseling program. This program must be established in cooperation with parents and the local community to meet the needs of the students in the community. The school may use the Missouri comprehensive school counseling program as a resource for developing their program.

[123] Op., App.DDD.

Braille Instruction Model Policy[required][124]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Definitions

- **"Accessible assistive technology device"**, an assistive technology device, as defined in 20 U.S.C. Section 1401, as amended, that provides blind or visually impaired students the benefits of an educational program in an equally effective and integrated manner as that provided to nondisabled students;

- **"Adequate instruction"**, the quality teaching of blind or visually impaired students, as it pertains to general education and necessary blindness skills, in alignment with the U.S. Department of Education's definition of free appropriate public education, as defined in 20 U.S.C. Section 1401, as amended;

- **"Blind or visually impaired student"**: A child who: (i) Has an individualized education program (IEP) or an individualized family service plan (IFSP), as such terms are defined in 20 U.S.C. Section 1401, as amended, or a 504 plan created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended; and (ii) Is identified as having the disability of visual impairment (including blindness) within the definition of child with a disability in 20 U.S.C. Section 1401, as amended; OR An individual who is deaf-blind under the federal Individuals with Disabilities Education Act (IDEA), as amended, or other federal law;

- **"Braille"**, the system of reading and writing through touch;

- **"Expanded core curriculum"**, a disability-specific curriculum that compensates for vision loss, is foundational to all other learning, and that covers the nine essential areas of compensatory access, sensory efficiency, assistive technology, orientation and mobility, social interaction, recreation and leisure, independent living, self-determination, and career education;

- **"Grade level instruction"**, instruction that aligns with state-designated content standards and curricula for students of the same age or level of maturity, based on the development of intellectual, emotional, physical, and behavioral capacity that is typical for the student's age or age group;

- **"Local educational agency"** or **"LEA"**, the same definition as in 20 U.S.C. Section 1401, as amended;

[124] Op., App. EEE.

- **"Nonvisual access"**, the ability of a blind or visually impaired student to use all functions of a device, without using the student's vision, in an equally effective, equally integrated manner and with equivalent ease of use as the student's sighted peers;

- **"Nonvisual skills"**, skills that are taught in such a way that the student does not need to use any vision;

- **"State educational agency"**, the same definition as in 20 U.S.C. Section 1401, as amended;

- **"Technology-mediated learning environments and methods"**, the settings in which electronic and information technology including, but not limited to, the following is used:
    - Computer-based applications and simulations;
    - Personal and mobile computing devices such as smartphones or tablets;
    - Web-based platforms;
    - Online or distance-learning programs;
    - Video games; and
    - Exhibits or installations that feature digital media, wearable technology, or other tools that support participants' engagement with new knowledge, skills, or practices;

- **"U.S. Access Board"**, the independent federal agency created in 1973 that promotes equality for people with disabilities through leadership in accessible design and the development of accessibility guidelines and standards.

Section 2. Braille Instruction

1. Each blind or visually impaired student shall receive instruction in Braille reading and writing as part of such student's individualized education program (IEP) or individualized family support plan (IFSP) unless the IEP or IFSP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media including, but not limited to, an evaluation of the student's needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate. No blind or visually impaired student shall be denied instruction in Braille reading and writing solely because the student has some vision. During the evaluation and IEP process, consideration shall be given regarding appropriate Braille instruction based on a potential vision loss due to a degenerative medical diagnosis.

2. In conjunction with the U.S. Department of Education's Braille presumption requirement in the federal Individuals with Disabilities Education Act (IDEA), as amended, instruction in Braille reading and writing shall be sufficient to enable each blind or visually impaired student to communicate effectively and efficiently at a level commensurate with the student's same age and with the student's nondisabled peers of comparable intellectual ability. The blind or visually impaired student's individualized education program (IEP) or individualized family support plan (IFSP) shall specify:
    a. The results obtained from an evaluation of the blind or visually impaired student's reading and writing skills, needs, and appropriate reading and writing media including, but not limited to, an evaluation of the blind or visually impaired student's needs for instruction in Braille or the use of Braille including, but not limited to, consideration regarding appropriate Braille instruction based on a potential vision loss due to a degenerative medical diagnosis;
    b. How Braille will be implemented, if needed as determined by the IEP team, as a primary mode for learning through integration with other classroom activities;
    c. The length of the period of instruction and the frequency and duration of each instructional session as determined by the IEP team, which shall, as closely as appropriate based on individual needs, be identical to the level of instruction provided to nondisabled peers; and
    d. The level of competency in Braille reading and writing to be achieved by the end of the period.
3. Use, and provision, of Braille materials for reading and writing shall be addressed in 504 plans for blind or visually impaired students created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended.

4. In conjunction with academic achievement and functional performance requirements of 34 CFR 300.320(a)(2)(i), as amended, instruction in expanded core curriculum shall be provided to blind or visually impaired students to support progress in the general education curriculum.

Section 3. Instruction In Assistive Technology

1. Each blind or visually impaired student shall receive instruction in assistive technology as part of the student's individualized education program (IEP) or individualized family support plan (IFSP) unless the IEP or IFSP team determines, after an evaluation of a student's needs, that instruction in assistive technology is not appropriate. No student shall be denied instruction in assistive technology solely because the student has some vision.

2. In conjunction with accessible assistive technology requirements of the federal Individuals with Disabilities Education Act (IDEA) in 20 U.S.C. Section 1412(a)(12)(B)(i), as amended, the blind or visually impaired student shall receive grade-level instruction that will equip the blind or visually impaired student with the appropriate technology-mediated learning environments and methods to perform on the same

level of proficiency expected of peers of comparable intellectual ability and grade level. The blind or visually impaired student's IEP or IFSP shall specify:

a. The results obtained from an assessment of the blind or visually impaired student's skills, needs, and appropriate accessible assistive technology including, but not limited to, an evaluation of the future needs for accessible assistive technology training or the use of accessible assistive technology;

b. How accessible assistive technology will be implemented as a primary mode for learning through integration with other classroom activities;

c. The frequency and duration of each instructional session;

d. The level of mastery of the accessible assistive technology specified by the blind or visually impaired student's assessment to be achieved by the end of the period; and

e. Acknowledgment that either:

i. The blind or visually impaired student may transport the accessible assistive technology to and from school without the need for payment, family assumption of liability for loss or damage, or any other cost to the blind or visually impaired student or the family; or

ii. If the accessible assistive technology remains at school, the LEA will provide duplicate accessible assistive technology in the blind or visually impaired student's home without requiring payment, family assumption of liability for loss or damage, or any other cost to the blind or visually impaired student or the family.

3. Use, and provision, of accessible assistive technology shall be addressed in 504 plans for blind or visually impaired students created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended.

Section 4. Instruction in Orientation and Mobility

1. Each blind or visually impaired student shall receive instruction in orientation and mobility as part of the student's individualized education program (IEP) or individualized family support plan (IFSP) unless the IEP or IFSP team determines, after an evaluation of a student's needs, that instruction in orientation and mobility is not appropriate. No student shall be denied instruction in orientation and mobility solely because the student has some vision.

2. In conjunction with orientation and mobility services requirements of 34 CFR 300.34(c)(7), as amended, blind or visually impaired students shall receive orientation and mobility instruction to equip each blind or visually impaired student with the age-appropriate tools, techniques, and nonvisual skills to navigate in and around the student's home, schools, communities, and other environments as

applicable, and as expected of peers of comparable intellectual ability and grade level. The blind or visually impaired student's IEP or IFSP shall specify:

a. The results obtained from an evaluation of the blind or visually impaired student's orientation and mobility needs including, but not limited to, an evaluation of the blind or visually impaired student's future needs for instruction in orientation and mobility;

b. How orientation and mobility will be integrated into the home, school, and community;

c. The date on which orientation and mobility instruction will commence;

d. The frequency and duration of each instructional session; and

e. The level of mastery of orientation and mobility skills to be achieved by the end of the period.

3. Orientation and mobility equipment, accommodations, and modifications shall be addressed in 504 plans for blind or visually impaired students created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended.

4. An orientation and mobility evaluation shall be conducted by a person who is appropriately certified by the National Blindness Professional Certification Board (NBPCB) with a National Orientation and Mobility Certification (NOMC), or through the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) as a Certified Orientation and Mobility Specialist (COMS), or who holds a nationally recognized certification related to orientation and mobility.

5. The orientation and mobility evaluations described in subdivision (4) of this subsection shall occur in familiar and unfamiliar environments, during the daytime and nighttime, and around the home, school, and community as determined age appropriate by the blind or visually impaired student's IEP or IFSP.

Agriculture or Career and Technical Course Model Policy

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Agriculture or Career and Technical Course Substitution
Section 1.1 In accordance with applicable laws and regulations, the school shall allow a student to fulfill one unit of academic credit with a school approved agriculture or career and technical education course.

Section 1.2. An agriculture or career and technical education course may be substituted for any communication arts, mathematics, science, or social studies unit required for high school graduation in any combination up to fulfilling one requirement in each of the four subject areas.

Section 1.3. The substitute may not be made where the course for which the agriculture or career and technical education course is being substitute requires and end-of- course statewide assessment.

Computer Science Course Credit Model Policy

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Computer Science Course Substitution
Section 1.1. In accordance with applicable laws and regulations the school shall allow a student to fulfill one unit of academic credit with a school approved computer science course for any mathematics, science, or practical arts unit required for high school graduation.

Section 1.2. Any student wanting to substitute a computer science course shall have either taken all courses the require end-of-course examination for math and science or is on track to take all courses that require end-of-course examinations for math and science.

Section 1.3 The school shall communicate to students electing to use a computer science course for a mathematics unit that some institutions of higher education may require four units of academic credit in mathematics for college admission. The parent, guardian, or legal custodian of each student who chooses to take a computer science course to fulfill a unit of academic credit in mathematics shall sign and submit to the school a document containing a statement acknowledging that taking a computer science course to fulfill a unit of academic credit in mathematics may have an adverse effect on college admission decisions.

Physiology Textbook Model Policy[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Physiology Textbook
Section 1.1. The school shall use a physiology textbook that contains at one or more chapters on dental hygiene.

Section 1.2. The chapter(s) on dental hygiene shall convey the proper knowledge to students on the care, function, and relation of the teeth to the general health.

Personal Plan of Study Model Policy

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Section 1. Personal Plan of Study

Section 1.1. Each student in the school, prior to his or her ninth grade year may develop with help from the school's guidance counselors a personal plan of study, which shall be reviewed regularly, as needed by school personnel and the student's parents or guardian and updated based upon the needs of the student.

Section 1.2. A personal plan of study shall present a sequence of courses and experiences that conclude with the student reaching his or her postsecondary goals, with implementation of the plan of study transferring to the program of postsecondary education or training upon the student's high school graduation.

Section 1.3. A student's personal plan of study shall include, but not be limited to the following information:

1. Requirements for graduation from the school;
2. Career or postsecondary goals;
3. Coursework or program of study related to career and postsecondary goals, which shall include, if relevant, opportunities that the school may not directly offer;
4. Grade-appropriate and career-related experiences, as outlined in the grade-level expectations of the Missouri comprehensive guidance program; and
5. Student assessments, interest inventories, or academic results needed to develop, review, and revise the personal plan of study, which shall include, if relevant, assessments, inventories, or academic results that the school may not offer.

Section 2. Waiver for Students with IEPs

Section 2.1. The school shall waive the requirements of this Policy for any student with a disability if recommended by the student's IEP committee.

Show-Me Success Diploma Model Policy

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School may offer a course of study designed to meet the requirements of the Show-Me Success Diploma program as established by the Department of Elementary and Secondary Education.
2. If the School offers the Show-Me Success diploma, such diploma shall be available to any student until the end of that student's twelfth grade year.
3. Any student who earns a Show-Me Success diploma may remain at the School and participate in programs of study offered by the School until the student would otherwise have graduated at the end of twelfth grade.

Reading Success Plan Model Policy[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall adopt and have on file a policy for reading success plans.
2. The School shall provide all parents and guardians, including students who have a substantial deficiency in reading, with suggestions for regular parent-guided home reading.

Reading Instruction Act Model Policy[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. "Evidence-based reading instruction" includes practices that have been proven effective through evaluation of the outcomes for large numbers of students and are highly likely to be effective in improving reading if implemented with fidelity.

2. The School shall establish reading programs for kindergarten through grade five based in scientific research.

3. Such reading programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

4. All new teachers who teach reading in kindergarten through grade five shall receive training in the areas required under the evidence based reading instruction program.

Computer Science Course Requirement Model Policy [required for high school]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall offer at least one computer science course in an in-person setting or as a virtual or distance course option.

2. Such course shall:
    a. Meet the State Board of Education's definition of high quality;
    b. Meet or exceed the computer science performance standards developed and adopted by the Department of Elementary and Secondary Education; and
    c. Be offered in the School's course catalog

Reading Assessment Model Policy[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments. The School shall also assess any newly enrolled student in grades one through five.

2. At the beginning of the school year, the School shall provide a reading success plan to any student who:

a. Exhibits a substantial deficiency in reading which creates a barrier to the child's progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or

b. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia.

3. The School shall provide annual written notification to the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency of the following:

a. That the student has been identified as having a substantial deficiency in reading;

b. A description of the services currently provided to the child; and

c. A description of the proposed supplemental instructional services and supports that the School will provide the student that are designed to remediate the identified area of reading deficiency. For any student who is identified as being at risk for dyslexia or has diagnosis of dyslexia, the School shall provide an explanation that the instruction that will be used to teach the child reading will be explicit, systematic, and diagnostic, and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.

4. [include if the school has a summer reading program] The School shall notify the parent or guardian of each student who exhibits a substantial deficiency in reading of the opportunity to attend the summer reading program.

5. If a student has a substantial reading deficiency at the end of third grade, the School shall convene a meeting with the appropriate staff and the student's parent or guardian to discuss whether the student should be retained in grade level. This decision shall be based on all relevant factors including:

a. The reading deficiency;

b. The student's progress in other subject areas; and

c. The student's overall intellectual, physical, emotional, and social development.

6. If a student is retained at the end of grade three, a specific plan of action shall be formulated to remedy the student's reading deficiency.

7. The reading success plan shall be provided as appropriate according to student need, free of charge, to remediate the identified areas of reading deficiency, including scientific, evidence-based reading instruction and other strategies. Such strategies may include, but are not limited to:

i. Small group or individual instruction;

ii. Reduced teacher-student ratios;

iii. More frequent progress monitoring;

iv. Tutoring or mentoring;

v. Extended school day, week, or year; and

vi. Summer reading programs.

8. For any student with a formal diagnosis of dyslexia or for a student who was found to be at risk of dyslexia in the statewide dyslexia screening, the School shall provide evidence-based reading instruction that addresses phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics provided through systematic, cumulative, explicit, and diagnostic methods.

9. No less than four times a year, the School shall notify the parent or guardian of academic or other progress being made by the student. This notification shall include any other information the School wishes to provide the parent or guardian.

10. The School shall provide all parents and guardians with a plan that includes suggestions for regular parent or guardian-guided home reading.

11. The School shall provide intensive reading instruction to each kindergarten through grade five student who is assessed as exhibiting a substantial deficiency in reading. Such instruction shall also comply with the following criteria:

a. The assessment shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;

b. Be provided during regular school hours;

c. Provide a reading curriculum that meets the following requirements and specifications:

i. Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level;

ii. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;

iii. Includes a scientifically based and reliable assessment;

iv. Provides initial and ongoing analysis of each student's reading progress; and

v. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

12. The School will provide a report to the Department of Elementary and Secondary Education regarding specific intensive reading interventions and supports the School implemented as well as the reading assessment data collected for grades kindergarten through five.

Coversheet

Vote to approve enrollment amendment

Section:	III. Policy and Program Direction
Item:	D. Vote to approve enrollment amendment
Purpose:	Vote
Submitted by:	
Related Material:	Kairos Academies 25-26 Contract Amendment.docx.pdf

AMENDMENT NUMBER [7]

The Performance Contract (Contract) executed March 18, 2024 by Kairos Academies (KA) and the Missouri Charter Public School Commission (Commission) is amended as follows, effective on the date of execution by both parties.

1. Enrollment Targets referenced in Appendix 3 of the Performance Contract is amended as follows:

   Total Enrollment for 2025-2026: 455 students

   (This amendment does not alter enrollment projections for future years. As part of our annual budgeting process this spring, we will update future enrollment projections accordingly and submit a separate amendment to reflect those changes)

KA remains accountable to the goals from FY25 through FY29 as written in the 2025 Renewal and Performance Contract. KA's performance across all years of that contract will be considered by the Commission when making renewal or other sponsorship decisions.

All other terms of the Performance Contract, including prior amendments, remain effective as written.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment.

By: _____	By: _____
Name: Martha McGeehon	Aaron Jackson, Board Chair
Interim Executive Director	Kairors Academies
Missouri Charter Public School Commission	
Date: _____	Date: _____

Coversheet

Review Mid Year PTG Presentation- Operations

Section:	V. Mid Year PTG- Operations
Item:	A. Review Mid Year PTG Presentation- Operations
Purpose:	Discuss
Submitted by:	
Related Material:	Board_MC ODTR Mid Year OCS 25-26 (Feb 2025).docx

ODTR Midyear OCS (Outcomes ▪ Causes ▪ Solutions)

Owner: Marnae Chavers

Role/Team: ODTR (Operations)

Midyear Retreat Date: 2/20/25

Reporting Window: Cycles C1–C4 (current as of 8/18/25–2/12/26)

Tracker Link: (ODTR) Kairos BOY Ready 25–26 (ODTR) Kairos BOY Ready 25-26

Data Notes (sources + caveats)

- Powerschool (all attendance reports reflect 8/18/25 as FDOS)
- Kairos SY25–26 Calendar
- ODTR Weekly Newsletters (action tracking, follow through trends, ownership clarity)

How to Read This OCS

Each goal includes:

- **Outcome** (what happened)
- **Status:** ☐ On Track ☐ At Risk ☐ Off Track
- **Evidence:** C1–C4 trend + current snapshot
- **Key Basis:** Ahead of North Star / vs. target / vs. last year
- **Headline:** one sentence, plain language takeaway

Cause (20 ft²): 3–6 "I did / I did not" statements focused on Chief Operations Officer actions, systems, and follow through.

Solutions / Next Steps (20 ft²): 3–7 bullets tied directly to causes, with clear ownership and tracking. May include actions of the ODTR team and the School Team members, as well as Chief Operations Officer.

CATEGORY 1: Compliance

Category Summary

Overall status: ☒ On Track ☐ At Risk ☐ Off Track
C1–C4 trend: Compliance workstreams show early planning, consistent follow up, and minimal rework. Deadlines were met with greater internal clarity and fewer last minute escalations.
What must be true by end of S2: Compliance systems must be documented, transferable, and no longer dependent on single person knowledge.

Goal: Safety Drills

Outcome
Status: ☒ On Track ☐ At Risk ☐ Off Track
Evidence (C1–C4): C1: Planned | C2: Executed | C3: Reviewed | C4: Sustained
Key basis: ☒ Ahead of North Star ☐ Better than target ☐ Better than LY ☐ Worse than LY
Headline: Safety drills are predictable, compliant, and proactively managed rather than reactive.

Cause (20 ft² — I did / I did not)

- I worked with the DOO to lock drill dates before FWOS.
- I consistently reviewed drill status during standing check ins.

- I ensured the DOO attended external school safety training ("I Love U Guys").
- I did not allow drill ownership to remain informal or undocumented.
- We implemented the Security Audit protocol and will audit security systems with an external party quarterly.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Continue documenting drill completion and feedback trends.
- **Owner: Team:** DOO, work to implement feedback from the Security Audit conducted 2/13/26.
- **Owner: Team:** DOO to centralize drill artifacts, feedback, and corrective actions in a shared drive.
- **Tracking:** Security Audit SOPs (Dec 2025)25-26 Drill Schedule Security Audit (Feb 2025)Kairos Campus Security Audit – Tool

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Goal: MOSIS Submission

Outcome

Status: ☒ On Track ☐ At Risk ☐ Off Track

Evidence (C1–C4): 100% on time submissions across cycles

Key basis: ☐ Ahead of North Star ☒ Better than target ☒ Better than LY ☐ Worse than LY

Headline: MOSIS submissions are accurate, timely, and no longer fragile to staffing changes.

Cause (20 ft² — I did / I did not)

- I made a strategic staffing decision to directly liaison core data supports (PRIME Data Partnership with MCPSA).

- I became open minded to external data supports and integrated them into internal workflows.
- I collaborated cross functionally to supplement gaps in native PowerSchool reporting after the departure of the SIS coordinator.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Continue advocating for SIS documentation and data accuracy training for OPS and Schools teams.
- **Owner: Me:** Map long term MOSIS implications into future workstreams.
- **Owner: Team:** Registrar to be cross trained on Kairos Core Data + MOSIS practices for continuity.
- **Tracking:** DESE MOSIS Calendar + Submission Log

Goal: Immunization Records

Outcome

Status: ☒ On Track ☐ At Risk ☐ Off Track

Evidence (C1–C4): Sustained compliance across enrollment windows

Key basis: ☐ Ahead of North Star ☒ Better than target ☐ Better than LY ☐ Worse than LY

Headline: Integrated health services dramatically reduce compliance gaps and last minute escalations.

Cause (20 ft² — I did / I did not)

- I ensured the Nurse was embedded in registration and records processes year round in conjunction with the Registrar and Director of Operations.
- I did not silo health compliance from enrollment operations.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Launch an annual Kairos Health Services Audit in Fall 2026.
- **Owner: Team:** DOO + Health Services to ensure health plans, IEP, and 504 supports are fully operationalized.
- **Tracking:** Health Services Audit Tool (pending)

CATEGORY 2: Direct Service

Category Summary

Overall status: ☐ On Track ☒ At Risk ☐ Off Track
C1–C4 trend: Service delivery is functional but uneven; systems exist, but feedback loops and leading indicators are underdeveloped.
Biggest constraint in our 20 ft²: Inconsistent measurement of service quality and user experience.
What must be true by end of S2: Direct service metrics must clearly inform prioritization and staffing decisions.

Goal: Tech Tickets

Outcome
Status: ☐ On Track ☒ At Risk ☐ Off Track
Evidence (C1–C4): Ticket volume stable; resolution time variable
Key basis: ☐ Ahead of North Star ☐ Better than target ☒ Better than LY ☐ Worse than LY
Headline: Technology support exists, but trends are not yet driving strategy.

Cause (20 ft² — I did / I did not)

- I did not consistently analyze tech ticket trends to inform proactive solutions.

- I focused more on responsiveness than root cause analysis last Academic Year.
- I implemented 'Tech Week' as an initiative for the first week of our summer Building Refresh. (This was wildly successful; all students had access to Chromebooks the first week of school).

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Analyze tech tickets to identify top recurring issues and behavioral drivers.
- **Owner: Me:** Support Jasmine through onboarding of the new technology provider. (Completed)
- **Owner: Team:** Registrar to prepare for tech transition with SOPs and clarified roles.
- **Tracking:** OPS: Tix Dashboard (weekly review)

Goal: Tech Surveys

Outcome

Status: ☐ On Track ☒ At Risk ☐ Off Track

Evidence (C1–C4): Survey participation strong; actionability limited

Key basis: ☐ Ahead of North Star ☒ Better than target ☐ Better than LY ☐ Worse than LY

Headline: Feedback is collected, but not yet sharp enough to drive operational change.

Cause (20 ft² — I did / I did not)

- I did not ensure survey questions aligned tightly to defined success metrics.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Set clear expectations for measurable outcomes tied to survey questions.
- **Owner: Team:** DOO + Registrar to align on 3–5 core operational metrics to track via surveys.
- **Tracking:** 25–26 Kairos Operations Feedback Form 25-26 Kairos Operations Feedback Form (Responses)

Goal: Facilities Audit

Outcome

Status: ☒ On Track ☐ At Risk ☐ Off Track

Evidence (C1–C4): Audit completion rate increasing; fewer repeat issues

Key basis: ☐ Ahead of North Star ☒ Better than target ☐ Better than LY ☐ Worse than LY

Headline: Facilities expectations are clear; consistency is improving.

Cause (20 ft² — I did / I did not)

- I clearly communicated the standards for operational excellence and the facilities rubrics.
- I ensured audits were conducted before school to accurately measure the effectiveness of our cleaning contractors.
- I shifted the audit tool from 'Facilities Audit' to 'Safety and Facilities Audit' to align with the ODTR Team Big Rock of compliance and safety.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Reduce talk time and increase evidence based walkthroughs during audits.
- **Owner: Team:** Increase frequency of lighter touch facilities audits.
- **Tracking:** [ ]Facilities Audit.xlsx
- Spring 2026 and beyond Safety & Facilities Audit.xlsx

Goal: Food Service

Outcome

Status: ☒ On Track ☐ At Risk ☐ Off Track

Evidence (C1–C4): Meal participation and quality improved.

Key basis: ☐ Ahead of North Star ☒ Better than target ☐ Better than LY ☐ Worse than LY

Cause (20 ft² — I did / I did not)

- I did work with our former Chief Administration Officer to ensure Kairos was CEP certified (all students can eat free).
- I approved infrastructure upgrades (a larger stove) to improve the quality of lunch options and expand the lunch menu.
- I supported the first ever implementation of separate breakfast and meal programs in the middle and high schools.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Define success metrics for food service beyond compliance.
- **Owner: Team:** Collect cafeteria audit data and student feedback.
- **Tracking:** Meal participation is collected daily and analyzed weekly via the ODTR tracker. https://docs.google.com/spreadsheets/d/1Bj14sBadNGQBqQ44qwJLbZTRiUQK5o93YO-YjDXnumA/edit?gid=1502053289#gid=1502053289

CATEGORY 3: Enrollment + Attendance

Category Summary

Overall status: ☐ On Track ☒ At Risk ☐ Off Track
C1–C4 trend: Strong learning and effort; inconsistent results due to late indicator adoption.
Leverage in our 20 ft²: Earlier signals, clearer ownership, tighter action tracking.
What must be true by end of S2: Enrollment and attendance actions must be measurable, repeatable, and role based.

Goal: Current Enrollment

Outcome

Status: ☐ On Track ☒ At Risk ☐ Off Track

Evidence (C1–C4): Below LY enrollment trajectory

Key basis: ☐ Ahead of North Star ☐ Better than target ☐ Better than LY ☒ Worse than LY

Headline: Enrollment systems improved, but indicators came online too late.

Cause (20 ft² — I did / I did not)

- I did not implement the application and re enrollment indicators early enough last year.
- I coached the Enrollment Manager to streamline systems and cross team collaboration.
- I built on an investment in Enrollment with the OPS team. All team members report their actions, their enrollment supports, and actions weekly.
- We ensured the Recruitment tactics served as a consistent and constant operating mechanism, not as a reactive support.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Spend weekly time reviewing granular enrollment actions.
- **Owner: Me-** Plan 26–27 building refresh with daily/weekly enrollment actions and accountability by role.
- **Owner: Me:** Plan Enrollment agreement.
- **Owner: Team:** SM to draft enrollment roles/duties; MC to review with the OPS team at the February in-service.
- **Tracking:** OPS Enrollment OCS OPS Enrollment OCSDraft Spring/Summer Recruitment and Enrollment Plan

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Goal: Attendance

Outcome

Status: ☐ On Track ☐ At Risk ☒ Off Track

Evidence (C1–C4): ADA below LY; high variability by student group

Key basis: ☐ Ahead of North Star ☐ Better than target ☐ Better than LY ☒ Worse than LY

Headline: Attendance effort is high, but systems to measure impact are underdeveloped.

Cause (20 ft² — I did / I did not)

- I observed and reported attendance trends.
- I connected operational and academic actions conceptually to stakeholders.
- I planned and attempted to collaborate with the Schools Team early, but failed to establish a clear process and involve more leadership accountability.
- I did not establish a single, confined system to measure attendance actions.
- I invested in learning from national attendance practices.
- I created an investment in ADA with the OPS team.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Draft and present a board approved Kairos Attendance Policy.
- **Owner: Me:** Align attendance expectations with the CSO.
- **Owner: Team:** Partner with Jasmine to scaffold and implement ops based attendance practices.
- **Tracking:** PowerSchool + Attendance Action Tracker

Goal: YOY Persistence

Outcome

Status: ☒ On Track ☐ At Risk ☐ Off Track

Evidence (C1–C4): Persistence improved vs. LY

Key basis: ☐ Ahead of North Star ☐ Better than target ☒ Better than LY ☐ Worse than LY

Cause (20 ft² — I did / I did not)

- I began persistence tracking from the 10th day of school.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Assigned a clear persistence owner within OPS. (Director of Marketing and Enrollment)
- **Owner: Team:** Embed persistence review into school data meetings.
- **Tracking:** ODTR Tactical for ODTR.
    - **Note:** KA persistence is measured from the October count date. (As measured by MCPSC)
    - **Note:** Internal persistence is measured from the 10th day of school to determine recruitment effectiveness.

Goal: Next Year Enrollment

Outcome

Status: ☐ On Track ☐ At Risk ☐ Off Track

Evidence (C1–C4): Early indicators established, we have monthly application and re-enrollment targets.

Key basis: ☐ Ahead of North Star ☐ Better than target ☐ Better than LY ☐ Worse than LY

Headline: Foundations are in place; execution clarity is next.

Cause (20 ft² — I did / I did not)

- I ensured enrollment deadlines were established before year end.
- I ensured early indicators were established, we have monthly application and re-enrollment targets.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Finalize SY26–27 enrollment calendar with leading indicators.
- **Owner: Team:** Align recruitment intern and R&D workstreams to OPS roles. (Enrollment roles and duties)
- **Tracking:** SY26-27 Enrollment TrackerSY26-27 Re-Enrollment Snapcodes

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CATEGORY 4: Team

Category Summary

Overall status: ☒ On Track ☐ At Risk ☐ Off Track

Team reality: High trust, strong effort, growing appetite for candid performance conversations.

One lever I own: Clarity + psychological safety around naming off track work.

What must be true by end of S2: Feedback must be timely, specific, and tied to outcomes.

Goal: GPTW

Outcome

Status: ☒ On Track ☐ At Risk ☐ Off Track

Evidence (C1–C4): Scores exceed target

Key basis: ☐ Ahead of North Star ☒ Better than target ☐ Better than LY ☐ Worse than LY

Headline: OPS culture is a strength and retention lever.

Cause (20 ft² — I did / I did not)

- I established a Sunshine Committee.

- I used stepbacks, check-ins, and summer refreshes as intentional opportunities to build culture and camaraderie.
- The Operations team experienced a +33% point improvement and is the highest-scoring Primary team on the GPTW survey.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Normalize dialogue around missed outcomes.
- **Owner: Me:** Observe workstreams and give candid feedback.
- **Tracking:** GPTW SurveyFall 2025 Ops GPTW Summary

Goal: Retention

Outcome

Status: ☒ On Track ☐ At Risk ☐ Off Track

Evidence (C1–C4): Stable OPS staffing

Key basis: ☐ Ahead of North Star ☐ Better than target ☒ Better than LY ☐ Worse than LY

Headline: Stability reflects trust, clarity, and growth opportunities.

Cause (20 ft² — I did / I did not)

- I prioritized role clarity and manager support.
- I did not rely solely on morale based retention strategies, but on teams and individual metric improvements.

Solutions / Next Steps (20 ft²)

- **Owner: Me:** Continue career pathway conversations.
- **Owner: Team:** Managers to flag early retention risks.
- **Tracking:** HR Retention Dashboard

ODTR Semester 2 Focus (So What)

Top Bets:

1. Enrollment systems with earlier indicators
2. Attendance policy + measurable actions
3. Direct service metrics that drive decisions

Requests / Decisions Needed from SLT

- Approval of scaffolded ADA actions for Semester 2 and beyond

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Personal Commitments (Non Negotiables)

- Weekly review of leading indicators
- Direct feedback tied to outcomes
- Documentation that outlives individuals

Coversheet

Safety Policy

Section:	VII. Policy and Program Direction
Item:	B. Safety Policy
Purpose:	Discuss
Submitted by:	
Related Material:	Security Audit (Feb 2025).docx

To: Board of Directors
From: Marnae Chavers, Chief Operations Officer
Campus: Kairos Academies Middle and High School
Audit Type: Quarterly Security Audit
Audit Date: February 12, 2026
Auditors: Director of Operations (Octavius Mosely); Silverstar Security Contractor (Marcia Johnson); Chief Operations Officer (Marnae Chavers)

Purpose

This memo provides a high-level, external-safe summary of the February 2026 quarterly campus security audit, including observed strengths, areas for improvement, and immediate next steps to ensure continued student and staff safety.

Audit Scope

The audit included required observations of **arrival, class transition, dismissal, and front office visitor flow**, along with sampling of **visitor logs and drill documentation**. Interviews were conducted with the **Security Supervisor** and **officer on duty**.

Key Findings by Domain

Governance & Accountability

- The escalation chain is documented in the Kairos security manual.
- A consistent safety meeting cadence is **not currently in place**.
- KPIs are defined, and an action tracker is created following quarterly reviews and post-incident analysis.

Summary: Foundational governance structures exist, but routine monitoring cadence must be strengthened.

Security Officer Model & Post Orders

- Post orders exist for all four daily security officers.
- Coverage aligns to **arrival, transitions, and dismissal**.
- Supervision and relief coverage are managed by the contracted security provider.
- Officers serve a mix of fixed posts and mobile (“tornado”) supervision across middle and high school spaces.

Summary: Staffing structure and supervision are clearly defined and operationally aligned to high-risk periods.

Access Control & Perimeter Integrity

- A **single-point entry** is enforced during early arrival, with a transition to the main office entrance once open.
- Bag checks occur during morning arrival with collaboration between school teams and security.
- **Daily door-check routines are not currently implemented**, and expectations regarding locked doors require clarification.
- Badge and key issuance are documented and managed through operations onboarding/offboarding.

Summary: Core entry controls are in place; perimeter monitoring and door compliance processes require immediate strengthening.

Visitor Management & Front Office Controls

- ID verification is mandatory through the Raptor system with a brief background screening.
- Visitor badges must remain visible at all times, and procedures are clearly defined.

Summary: Visitor management systems are strong and consistently structured.

Student Movement Supervision

- Arrival and dismissal plans have been recently redesigned in coordination with school leadership.
- Security and leadership posts address known hot spots.
- Teacher presence during transitions is an expectation.

Summary: Movement supervision structures are clear and improving following recent redesign.

Surveillance, Communications, & Safety Technology

- Internal cameras are operational; external cameras are managed by the landlord partner.
- No consolidated internal camera coverage map currently exists.
- Radio communication protocols are **not yet finalized**.
- Footage release procedures require executive and legal notification and formal documentation.

Summary: Technology infrastructure exists, but documentation, mapping, and communication protocols must be formalized.

Incident Response & After-Action Learning

- An incident response protocol exists.
- Documentation quality and consistency require significant improvement.
- Corrective actions are tracked following incidents.

Summary: Systems are present but execution consistency must improve to meet best-practice standards.

Emergency Preparedness & Drills

- A drill calendar is implemented with feedback captured after each drill.
- Professional development related to drills is led during in-service sessions.
- A reunification plan exists.
- Substitute and visitor awareness of emergency procedures needs strengthening.

Summary: Preparedness structures are strong; awareness and training coverage should expand.

Threat Assessment & Behavioral Safety

- Interventions are tracked.
- Additional system development and consistency are needed across remaining components.

Summary: Foundational practices exist but require maturation into a fully consistent threat-assessment system.

Training, Professionalism, & Culture

- Security staff are engaged in CPI training through the contracted provider.
- School teams lead staff de-escalation training.
- All security personnel receive required training.

Summary: Training infrastructure is active and progressing appropriately.

Kairos Academies Middle & High School

Quarterly Campus Security Audit — Board Score Summary
Audit Date: February 12, 2026
Scoring Source: Contractor calculation provided by Marcia Johnson (Silverstar Security)

Domain Score Table (Weighted)

Domain	Weight	Score	Weighted Value
1. Governance & Accountability	5%	4	0.20
2. Officer Model & Post Orders	10%	3	0.30
3. Access Control & Perimeter	15%	4	0.60
4. Visitor Management	10%	4	0.40
5. Student Movement	10%	4	0.40
6. Surveillance & Technology	10%	3	0.30
7. Incident Response	10%	4	0.40
8. Emergency Preparedness	10%	4	0.40

Subtotal Weighted Score (Domains 1–8): 3.00
Total Weight Represented: 80%

Current Campus Security Index (Partial)

Formula:
CSI = Weighted Score Sum ÷ Total Weight Represented

Calculation:
3.00 ÷ 0.80 = **3.75**

Current CSI (based on Domains 1–8)

3.75 out of 4.00

Conclusion:
Based on contractor scoring for Domains 1–8, the campus is operating at a **high Proficient to Exemplary security level**, with a **partial CSI of 3.75**. Final CSI will be confirmed upon completion of Domains 9–12.

Overall Themes

Strengths

- Clearly defined **security staffing model and supervision**.
- Strong **visitor identification and badging protocols**.
- Implemented **drill calendar, reunification planning, and corrective-action tracking**.
- Recent improvements to **arrival, dismissal, and hotspot supervision**.

Priority Areas for Improvement

- Establishing a **routine safety governance cadence**.
- Implementing **daily door checks and clarified perimeter expectations**.
- Strengthening **incident documentation consistency**.
- Formalizing **camera mapping and radio communication protocols**.
- Expanding **emergency procedure awareness for substitutes and visitors**.
- Advancing **threat-assessment system consistency**.

Immediate Next Steps (Next 30–60 Days)

1. Launch a **recurring safety meeting cadence** with KPI monitoring.
2. Implement and document **daily door-check procedures** and finalize locked-door expectations.
3. Standardize **incident report completion and review protocols**.
4. Develop an **internal camera coverage map** and finalize **radio communication procedures**.
5. Provide **targeted emergency-procedure orientation** for substitutes and visitors.
6. Strengthen **threat-assessment documentation and response timelines**.

Commitment to Continuous Improvement

Kairos Academies remains committed to **proactive safety auditing, transparent accountability, and continuous system improvement** to ensure a secure learning environment for all students and staff. Ongoing quarterly audits and corrective-action monitoring will guide progress and inform future board updates.

Coversheet

Compliance Mid-Year Progress to Goals Update

Section: X. Lunch
Item: A. Compliance Mid-Year Progress to Goals Update
Purpose:
Submitted by:
Related Material: MidYear Compliance Updates.pptx

Compliance & Reporting Update

Board Presentation

Kairos Academies | 2025-2026 School Year

Reportwell % Completion

What is Reportwell?

Reportwell is the compliance platform where all documents, reports, and data requested by the Missouri Charter Public School Commission (MCPSC) are uploaded and tracked.

307

Reports Submitted

99.3%*

On-Time Submission Rate

**2 reports pending with flexible due dates*

MOSIS Reporting

What is MOSIS?

MOSIS (Missouri Student Information System) is the state-level data reporting system used to submit school-level data to the Department of Elementary and Secondary Education (DESE).

August

Student Enrollment & Attendance

Submitted

October

Educators

Submitted

December

Student Discipline

Submitted

All required MOSIS reports have been completed and submitted on schedule.

Additional State Requirements

Beyond Reportwell and MOSIS, the state requires additional compliance items. The following have been submitted:

CSIP

Comprehensive School Improvement Plan. This is a strategic plan that outlines measurable goals, strategies, and action steps for improving student achievement and school performance.

Special Education Finance

Required accounting of special education funding and expenditures, submitted to ensure proper allocation and use of IDEA funds for students with disabilities.

Status: Both items have been submitted.

Annual Audit

What is the Annual Audit?

Missouri charter schools must complete an independent financial audit each year. The audit and approved board minutes confirming review must be submitted before January 1.

Financial Audit

The independent financial audit has been completed and submitted before the January 1 deadline.

Submitted

Board Review Minutes

Approved board minutes confirming the board's review of the audit have also been submitted, fulfilling the state's governance requirement.

Submitted

Reading Success Plans

What are Reading Success Plans?

Under Missouri's Reading Achievement Plan (RSMo 167.680), schools must identify students in grades K-5 who are reading below grade level and create individualized Reading Success Plans. Each plan outlines targeted interventions and support to help the student reach proficiency. Plans are required for any student who scores below a set benchmark on an approved reading assessment.

Status

All Reading Success Plans have been completed for this school year. We received approval to use a non-state-approved measure for this year's assessments.

5th Graders with RSPs: 8/17 (47%)

Completed

Looking Ahead

Next school year, Kairos will transition to a new reading assessment to replace NWEA for the purpose of identifying students and generating Reading Success Plans. The new assessment will be a state-approved measure.

Percent Tested (Most Recent NWEA)

NWEA MAP (Measures of Academic Progress) is a nationally normed adaptive assessment that tracks student growth in reading and math. These are the most recent participation rates.

MS Math	**86%**	150/174
MS Reading	**87%**	151/174
HS Math	**77%**	209/273
HS Reading	**74%**	203/273